

## Introduction

The government plan is for the phased return of some children to school from the week commencing 1 June full 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.

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 **and has been updated on later guidance from 27<sup>th</sup> July 2020**. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

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

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

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

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

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

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

The matrix (below) provides 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:

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
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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</b> <b>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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	<p><a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a></p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a> (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> (added in v2)</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</p> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a> (added in v4)</p> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a> (added in v4)</p> <p><a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a> (added in v4)</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a></p>
<b>Governance and other resources</b>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff:  <a href="https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools">https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</a> (added in v3)</p>

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	<p>Safeguarding policy addendum: <a href="https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum">https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</a> (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a> (added in v2)</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></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>	
<b>Version No.</b>	<b>Page – Edits (page numbers may alter as later editions are made)</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 of 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	<b>Dated 09/07/2020, Published 10/07/2020</b>

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	<p>P22 reference to use of PPE if 2m distance cannot be maintained          P23 clean shared resources or if taking resources home          P29 removal of reference to pending confirmation on NS/NC sustainability          P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance          P32 reference to a new safeguarding model from September 2020; awaiting imminent approval          Reformatted all to black text</p>	
<b>3</b>	<p>P1 reference to location of version control table for latest updates          P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures          P5 weblinks for Public Health flowchart (and p13 &amp; p22, p23) and safeguarding policy addendum (and p15, p31) added          P11 consideration into staffing over lunchtime          P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation          P12 reference to discussing RA with parents of pupils with EHCP          P12 supporting families connect Early Help as needed (with weblink)          P13 factoring follow-up with families on attendance into workload          P17 Additional financial support has been made available to schools to address gaps in learning.          P17 revision of exam syllabi where appropriate          P17 where EHCP has been adapted in light of Covid-19 arrangements, review meetings needed with parents and regular support with services          P19 Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders          P20 use of resources with small group/bubbles to limit cross contamination          P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing          P21 allowance of sufficient time for pupils and staff to go to toilet (due to queuing system)          P21 cleaning toilets and emptying bins in all breaks or transition periods          P21 enhanced deep cleaning before opening of school          P22 reference to daily (or more often) cleaning of touchpoints          P22 cleaning toilets regularly          P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment          P27 absent fire marshals to be replaced with trained substitutes          P28 Water system checks and actions to be undertaken prior to wider opening.          P30 members of staff with children who cannot attend school are supported</p>	<b>17/07/2020</b>

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**RISK Assessment Tool (V5)**
**06/08/2020**

	P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP P35 addition of section 19 ref contingency planning for local lockdown	
<b>4</b>	P5 weblinks added to DfE guidance on remote learning P19 reference to the need for action planning for local or bubble lockdown P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning	<b>28/07/20</b>
<b>5</b>	P1 reference to regular review of RA and latest guidance P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P8 reference to Test and Trace process P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport P10 movement of staff across classes and year groups P10 temp staff length of contract P10 support for pupils with SEND including deployed staff P12 maximising space to allow for full operation P12 collaboration with other settings e.g. dual roll P13 reasonable break for staffing P13 review of space to allow full operation P13 avoid (rather than prohibit) large gatherings with more than one group P13 immunisation programme P13 additional support for SEND, use of social stories and reference to Annex B of guidance P13 minimising risk from music classes P13 phased increase of physical activity P14 no need for more frequent cleaning of uniforms P17 considering of bubbles for wraparound P17 limiting number of wraparound providers parents access P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition P20 incorporating remote learning into day to day delivery P20 suspension of subjects if needed P20 focus on return to normal curriculum by summer 2021 and timescale for assessments. P20 compulsory RHE education P21 delivery of EHCP P24 encouraging children not to touch peers	<b>06/08/20</b>

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	P24, 26 use of e-bug learning from PHE P25 working hours or additional capacity for cleaning to be planned for P26 encouraging 20 second hand washing P26 modification of narrative around shared resources and 48/72 hour period P28 isolation in closed room with window ventilation P28 guidance for residential staff and isolation P28 reference to guidance on use of PPE P35 organisation of queuing and boarding of dedicated school transport P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport P36 encouraging use of various modes of transports and non-car journeys P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND	
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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		<ul style="list-style-type: none"> <li>• Planning for full attendance of all year groups</li> <li>• Phased return arrangements in place for year groups / pupils</li> <li>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>• 1 child to remain shielded at home</li> <li>• Requests for support for vulnerable families sent through Early Help Hubs</li> <li>• Any specialist equipment required is returned to school/additional equipment made available to support return</li> <li>• Home to school transport in place where required</li> <li>• Readiness to implement Test and Trace <b>as set out in section 7 the latest guidance.</b></li> </ul>	yes	Some parents remain undecided however we expect our numbers to rise over the coming weeks. A large number of new parents have requested places and a significant of families re expected to return. We have the staffing to accommodate capacity. Until term starts we will cannot be certain. We have communicated and attempted to reassure as much as is possible.	3x3 =9

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<p><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>)</p>		<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><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>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>Contingency planning with LA is in place and additional resource identified</li> <li>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)</li> <li>Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</li> <li>To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> </ul>		<p>This is not a risk for us.          All staff are able to return to ensure child staff ratios are appropriate.          We have no staff who need to shield currently.          Staff have sought guidance from GPs who have advised they are able to safely return to work.</p>	<p>1x1=1</p>

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		<ul style="list-style-type: none"> <li>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.</li> <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> </ul>			
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>		<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (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 particularly those more vulnerable children. (added in v2)</li> <li>XXX 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.</li> </ul>		<p>This is not a concern / risk for us. We continue to accept children throughout the year.</p> <p>Website updated – to reflect ongoing admission of children</p> <p>Admission forms are accessible from website and returned via email or post.</p>	2x2=4
<b>Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils</b>		<ul style="list-style-type: none"> <li>Review EEE termly admissions process</li> <li>Funding questions are emailed to <a href="mailto:NEF@Birmingham.gov.uk">NEF@Birmingham.gov.uk</a> (added in v2)</li> <li>Ensure key school contact and related resources in place</li> <li>Ensure parental declarations are completed and signed each term</li> <li>XXX 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.</li> </ul>		<p>This is not a concern / risk for us. We continue to accept children throughout the year.</p> <p>Website updated – to reflect ongoing admission</p>	2x2=4

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				of children  Admission form are accessible from website and returned via email or post.	
<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>		<ul style="list-style-type: none"> <li>• SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>• XXX maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble'</li> <li>• XXX designated classrooms being fully utilised for each year group and reorganised to allow front facing desks</li> <li>• Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks).</li> <li>• XXX of unused classrooms that could be utilised</li> <li>• 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 current interim process.</li> <li>• Engagement of appropriate services for families not engaging</li> <li>• Curriculum leads in school meet regularly to review impact of plan</li> <li>• NS engage with NS Trust and Teaching Schools Alliance or the Early Years team <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a> (added in v2)</li> </ul>		<p>'From 20 July, early years settings are no longer required to keep children in small, consistent groups within settings but can return to normal group sizes.'</p> <p><a href="http://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures">www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures</a>.</p> <p>At Bloomsbury SLT have planned for classrooms to be separate. The environment has been adapted to ensure smaller groups/bubbles of children. Separate toilets, dinnertimes and staggered times.</p> <p>Two and three year</p>	2x2=4

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		<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<p>olds are separate. Learning environments reflect all areas of learning to ensure EYFS equality/provision. Adults are responsible to socially distance themselves.</p> <ul style="list-style-type: none"> <li>• Identified areas to accommodate bubbles that can be self-contained</li> <li>• Identified children's needs</li> <li>• Considered staff needs</li> <li>• Considered daily routines</li> <li>• Toilets</li> <li>• Considered resources and activities</li> <li>• Separated garden</li> </ul> <ul style="list-style-type: none"> <li>• Structural changes have taken place over the summer to accommodate working in bubbles. . We are no longer open plan throughout, and each classroom is self-contained.</li> </ul>	
<b>Classroom and timetable</b>		<ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to keep a 1 metre plus distance from each</li> </ul>	$2 \times 3 = 6$

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<p><b>arrangements do not allow for all pupils to attend in line with guidance</b></p>		<p>Potentially consider reducing the need to move between basic class spaces.</p> <ul style="list-style-type: none"> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled <b>and space maximised</b>, 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</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> <li>• In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.</li> <li>• <b>Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual.</b></li> <li>• In EYFS handwashing supervision is in place. (added in v2)</li> <li>• Consideration of staffing changes to cover absence.</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>• Limit lunch menus as to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>• Consider lunchtimes in the classroom for younger year groups.</li> <li>• Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3)</li> </ul>		<p>other as reasonably practicable.</p> <ul style="list-style-type: none"> <li>• Children grouped in consistent 'bubbles'</li> <li>• Consistent staff for each 'bubble' as far as possible</li> <li>• Each bubble to have own base classroom &amp; demarcated outdoor space</li> <li>• Plan for activities that promote minimising the amount of children in each area.</li> <li>• Comforting children as required with adult keeping a sensible distance</li> <li>• Limited resources provided each day</li> <li>• Resources cleaned every day Soft toys, cushions, weighted blankets used only by a separate bubble and washed weekly. Separate toilets for staff and children in bubbles Staffing reviewed daily to cover staff absences and monitor the use of agency staff if required in extreme</li> </ul>	
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<p><b>There is a need for review use of space to allow for the school to fully operational</b></p>		<ul style="list-style-type: none"> <li>• Identify available large spaces and appropriate timetabling e.g, dining areas, halls, studios, particularly in outdoor areas.</li> <li>• Large gatherings, assemblies or collective worship to be avoided with more than one group.</li> <li>• Design layout and arrangements in place to enable social distancing</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> <li>• Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> <li>• 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 <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.</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> </ul>		<ul style="list-style-type: none"> <li>• Each bubble has to be resourced for all the areas of the EYFS to ensure social distancing and discourage cross contamination.</li> <li>• Staggered entry and departure times for each group will be set to reduce congestion entering and exiting building through communal areas</li> <li>• Identified additional staff rooms and toilets</li> <li>• Senco to liaise with HV re immunisations etc</li> <li>• Outdoor learning opportunities is now timetabled</li> </ul>	<p>2x2=4</p>
<p><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></p>					
<p><b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b></p>		<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> </ul>		<ul style="list-style-type: none"> <li>• Covid 19 section on school website Parent/Carer handbook created and published on school website with protective factors included</li> </ul>	<p>2x2=4</p>

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		<ul style="list-style-type: none"> <li>• Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>• Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance.</li> <li>• Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</li> <li>• NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc</li> <li>• For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> </ul>		<p>Socially distanced welcome meetings led by SD TC in Family groups throughout first three weeks,          The large majority of families have EAL and rely on verbal communication which will need to continue with appropriate measures.</p>	
<p><b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b></p>		<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</li> <li>• Ensure contact details of families are up to date.</li> </ul>		<p>Parent declaration form to be completed /signed          Protective measures guidance given to all parents          Letters sent out          A designated area quarantine for groups if child becomes unwell, with PPE equipment</p> <p>A non-contact thermometer in school to check temperature if required.</p> <p>Staff member supporting children to wear PPE whilst awaiting parents to arrive and all parents in the bubble to be called to pick up children and self-isolate for 14 days.</p>	<p>2x3=6</p>

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			<p>Emergency contacts updated on return to school.</p> <p>Children returning may increase the spread.</p>	
<p><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></p>		<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>• Accessing the learning available from DfE:</li> <li>• Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>• Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li>• <a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>• Information about how to <u>connect families to local support is available here.</u></li> <li>• NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection</li> <li>• Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter, posters or social media – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus.</li> <li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus via school staff and are informed that they must tell a member of staff if they feel unwell.</li> <li>• Parents will be informed that conversations with staff will be either over the phone or via email</li> <li>• Parents will be discouraged from congregating around the school site.</li> </ul>	<p>2x2=4</p>

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				Start and finish time will be staggered with 10 minute intervals. Parents must adhere to staggered times. <ul style="list-style-type: none"> <li>• Different entry points for each group.</li> <li>• One way exit system</li> </ul>	
<b>4. The school day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>		<ul style="list-style-type: none"> <li>• Start and departure times are staggered.</li> <li>• The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.</li> <li>• Different entrances/exits are identified and used for different groups.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised.</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.</li> </ul>		<ul style="list-style-type: none"> <li>• Staggered start &amp; end times for each bubble</li> <li>• Entrance gate open during drop off and collection times and closed at all other times</li> <li>• Parents to exit via pedestrian gate</li> <li>• One staff member at each entrance point to welcome families as they arrive</li> <li>• 2 metre rule while parents are waiting for staff to receive their children, with chalk lines marked out in front area</li> <li>• Children released to go home when parent is next in queue and child will be fetched from room.</li> </ul>	2x3=6

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<b>Daily attendance registers for new cohorts are not in place</b>		<ul style="list-style-type: none"> <li>• XXX responsible for completion of school daily attendance registers</li> <li>• XXX responsible for completion of DfE daily submission (if applicable)</li> <li>• Regular reporting and monitoring of attendance to responsible body and followup with families factored into workload.</li> </ul>		Daily attendance registers in place. Admin to complete NEF attendance returns.	<b>1x4=4</b>
<b>Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19</b>		<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 and <u>flowchart from Public Health</u></li> <li>• Ensure contact details of families are up to date.</li> </ul>		RA to be revisited in Sept with all staff to ensure all staff are fully aware of their responsibilities.	<b>1x4=4</b>
<b>Resumption of day visits</b>		<ul style="list-style-type: none"> <li>• In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.).             <ul style="list-style-type: none"> <li>○ Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination.</li> <li>○ Use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>○ Usual full and thorough risk assessments in relation to all educational visits.</li> <li>○ Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits and seek relevant parental consents.</li> </ul> </li> </ul>		If appropriate trips would be planned for children within their bubbles. RA would take place for each trip as required.	<b>1x4=4</b>
<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>					

**RISK Assessment Tool (V5)**
**06/08/2020**

<b>Pupils eligible for free school meals do not continue to receive vouchers</b>		<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>		If families are identified through weekly contact that they require financial support referral to be made to Forward Thinking Birmingham Dinners will be provided on site for all eligible children	<b>1x4=4</b>
<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>		<ul style="list-style-type: none"> <li>Feasibility on continuation or reimplementaion of wrap-around provision. Seeking wraparound services from other providers such as PVI's and Childminders.</li> <li>Offer services on rotational basis. <b>If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</b></li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents <b>and encourage parents to limit the number of providers that they are accessing where possible.</b></li> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA and other voluntary agencies</li> </ul>		We do not provide before or after school club in our core offer Children who have dinner will stay in their own bubble and be supported by their keyworker throughout.	<b>1x1=1</b>
<b>Meals are not available for all children in school</b>		<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> <li>Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>Consider lunchtimes in the classroom for younger year groups.</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>		Our on site cook will return to work. She will work in her own kitchen environment and provide meals for small bubbles of children. Menus have been adapted in order to minimise cross contamination – food to be eaten in family groups/ room bases .Many children access	<b>1x1=1</b>

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				am / pm according to their 15 hr entitlement, which eliminates high numbers needing lunch.	
<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>		<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</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>. Link added in v3. A new safeguarding model needs to be adopted from September 2020.</li> </ul>		All staff to be updated on changes w/c 1 <sup>st</sup> September	1x4=4
<b>High risk of increased disclosures from returning pupils</b>		<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>		We have cntd to keep in contact with and support vulnerable families throughout Covid. We expect a large number of families will require support on return to school. DSLs will plan to ensure appropriate time is given to families in need.	2x3=6

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				Continue to liaise with professional services.	
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>		<ul style="list-style-type: none"> <li>• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li> <li>• Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>• Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> </ul>		<p>w/c 1<sup>st</sup> September mental health and wellbeing to be included / considered within each bubble/routine of the day. Further support through EP, CAT and PDSS, which may be virtual.</p> <p>Staff wellbeing INSET on the 2.9.2020 from the Wellbeing Crew.</p> <ul style="list-style-type: none"> <li>• Staff members have access to LA staff well-being helpline and support for issues like bereavement.</li> <li>• Children will be confused when they return because the environment will not be the same as they are used to and the reality of not running to meet and play with their friend in other bubbles will be disorienting for previous children</li> <li>• Preparation work with parents before hand and more with the children to settle them into a new way of experiencing their</li> </ul>	<p>2x2 =4</p>

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				education and play. Resources for staff to support children's processing of COVID 19 to be purchased	
<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>		<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, 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.</li> <li>• Break times and lunch times are structured and closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on <b>reintegration and re-engagement with support for pupils to do so.</b></li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Children are in bubbles therefore social distancing for children is not relevant</b></li> <li>• Remind children of the importance of thoroughly washing their hands after using the toilet and where possible accompany them to ensure this is carried out.             <ul style="list-style-type: none"> <li>○ Where possible allow the child to vent their frustrations away from other children</li> </ul> </li> <li>• Where a child is upset it is advised trying to maintain a safe distance if this is possible whilst still offering comfort to child.</li> <li>• Encourage child to use a tissue to wipe eyes/nose etc. Wash hands after contact</li> </ul>	2x2=4
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					

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<p><b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b></p>	<ul style="list-style-type: none"> <li>• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged.</li> <li>• For pupils in year 7, it may be necessary to address gaps in English and maths from the key stage 2 curriculum.</li> <li>• Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty.</li> <li>• Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</li> <li>• Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.</li> <li>• Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations.</li> <li>• Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021.</li> <li>• Additional financial support has been made available to schools to address gaps in learning.</li> <li>• Exam syllabi are covered and revised where appropriate.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> </ul>	<p>Focus will be on wellbeing, PSED, nurture, mental health etc</p> <p>Large majority of children will be new to the setting        Baseline assessments will identify levels of need        Provision will be planned for in response to assessments to ensure all children's developmental needs are supported</p>	<p>2x2=4</p>
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		<ul style="list-style-type: none"> <li>Consider the response to young children who have fallen behind in their self-care skills</li> <li>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</li> </ul>			
<b>School unable to meet full provision required in line with EHCP</b>		<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. <b>Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</b></li> <li>Access support through health and social care offer</li> <li>Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service</li> </ul>		<p>Graduated response and in house support will continue with an individualised approach to ensure children's needs are met. We will continue to work with professionals although this may be virtual in the first instance and timescales may change. We will need to be creative and plan to ensure all meetings and observations continue to take place.</p>	1x2=2
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>		<ul style="list-style-type: none"> <li>Access BEP offer for online resources</li> <li>NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>		<p>We will plan a personalised approach/response for children who are not able to attend school. Delivery of resources to ensure continuity of learning. Teachers to continue to post online learning on Tapestry, emails &amp; Facebook</p>	1x2=2
<b>Pupils moving on to the next phase in</b>		<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</li> </ul>		<p>For new September intake create a virtual</p>	2x3=6

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<b>their education are ill-prepared for transition</b>		issues. <ul style="list-style-type: none"> <li>• 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.</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> <li>• Online induction days for pupils and parents are planned.</li> </ul>		tour of setting for parents and children and staff information leaflet for parents to look at with key information.  Parents have been directed to look at the school website.  For new parents an online video call may need to be arranged in order to meet children and parents prior to start date.	
<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>		<ul style="list-style-type: none"> <li>• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>• Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>• Chair of responsible body kept informed throughout</li> </ul>		A second peak of Covid which is expected could create staffing challenges which we would respond to accordingly following gvmt guidance. Reluctant to use agency staff who would not know our children. Second peak would increase to high risk.	2x3=6
<b>Identify staff unable to return to school</b>		<ul style="list-style-type: none"> <li>• XXX 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</li> <li>• Identify specific activities for staff who are vulnerable/shielded</li> </ul>		All staff are able to return to school.	

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<p><b>Staff are insufficiently briefed on expectations</b></p>		<ul style="list-style-type: none"> <li>• Staff receive daily/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.</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 have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, returning back to work must ensure they are aware of the current guidelines in regard to safe distancing and washing hands on a regular basis.</li> <li>• All staff are able to access the following information on-line for up to date information on COVID-19             <ul style="list-style-type: none"> <li>➤ Public Health England</li> <li>➤ Gov.co.uk</li> <li>➤ NHS</li> <li>➤ DfE</li> <li>➤ Department for Health and Social Care</li> </ul> </li> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. (washing of hands, cleaning up bodily fluids)</li> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus via email or staff meetings and contact the school as soon as possible if they believe they may have been exposed to coronavirus.</li> </ul>	<p>1x4=4</p>
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			<ul style="list-style-type: none"> <li>• The school staff reports immediately to the headteacher about any cases of suspected coronavirus, even if they are unsure.</li> <li>• The headteacher contacts the local HPT or follows the advice given from and discusses if any further action needs to be taken.</li> <li>• Schools put into place any actions or precautions advised by their local HPT.</li> <li>• Schools keep staff, pupils and parents adequately updated about any changes to infection control procedures as necessary.</li> </ul>	
<b>10. Protective measures and hygiene</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>				
<b>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</b>		<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 feasible.</li> <li>• Corridors are divided where feasible.</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> </ul>	<ul style="list-style-type: none"> <li>• Not all environmental changes are complete due to Landlord Approval being granted so late; therefore temporary measures are in place to ensure bubbles are contained.</li> <li>• Children and staff to</li> </ul>	<b>2x3=6</b>

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<p>are unable to or do not observe social distancing at break and lunch times</p>		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• wash hands frequently</li> <li>• Lunches to be eaten within bubbles</li> <li>• Pupils, staff and visitors are encouraged to wash their hands with soap or alcohol-based sanitiser (that contains no less than 60% alcohol) and follow infection control procedures in accordance with the DfE and PHE's guidance.</li> <li>• All external visitors to wear a face covering unless they are exempt</li> <li>• Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels/hand dryers are supplied in all toilets and kitchen areas.</li> <li>• Children to be supervised by staff when washing their hands to ensure it is carried out correctly, where possible.</li> <li>• Children must not are share cutlery, cups or food.</li> <li>• All cutlery and crockery are thoroughly cleaned in dishwasher on highest temperature each day Cleaner to carry out daily, comprehensive</li> </ul>	
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				cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy.	
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>		<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 within bubbles to limit the risk of cross contamination.</li> <li>Arrangements are reviewed regularly.</li> </ul>		Our learning environment has been adapted to enable groups to be contained within bubbles.	1x1=1
<b>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines</b>		<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.</li> <li>Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services</li> </ul>		As of September 2020 we have introduced additional staffrooms for each bubble Some use of shared toilets for staff remain with an expectation of increased cleaning after each use.	1x1=1
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>		<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</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 and sufficient time is allowed to do so.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> </ul>		<ul style="list-style-type: none"> <li>Cleaning products to be stored in each staff toilet; staff to clean after every use.</li> <li>Staff should avoid touching their mouth, eyes and nose.</li> <li>Staff should cover their mouth and nose with</li> </ul>	2x3=6

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		<ul style="list-style-type: none"> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Children are encouraged not to touch peers.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> <li>• Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.</li> </ul>		<p>disposable tissues when they cough or sneeze and encourage children to do the same.</p> <ul style="list-style-type: none"> <li>• Boxes of tissues should be available on all tables and in all outdoor areas</li> <li>• If a tissue is not available, staff should sneeze into the crook of their elbow, not into their hand.</li> </ul> <p>Tissues should be disposed of in a disposable rubbish bag and staff and children should immediately clean their hands with soap and water or use a hand sanitiser. (catch it, bin it, kill it)</p>	
<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>		<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>• Enhanced 'deep clean' to take place prior to the wider opening of the school.</li> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>• Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>• More frequent cleaning of rooms / shared areas that are used by different groups</li> </ul>		<p>Contract cleaner to supplement work of school staff</p> <p>Staff should regularly clean frequently-touched surfaces such as:</p> <ul style="list-style-type: none"> <li>○ door handles</li> <li>○ handrails</li> <li>○ table tops</li> <li>○ play equipment</li> <li>○ toys</li> <li>○ electronic devices (such as phones &amp; I</li> </ul>	<b>2x3=6</b>

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		<ul style="list-style-type: none"> <li>• Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.</li> <li>• Toilets to be cleaned every morning break, lunchtime and at the end of the school day.</li> <li>• Outdoor playground equipment should be more frequently cleaned.</li> <li>• Seek LA support to manage insufficient capacity</li> </ul>	<p>pads)</p> <ul style="list-style-type: none"> <li>• Staff should use the usual cleaning products such as detergents and bleach to do this All education, childcare and children’s social care settings should follow the Public Health England (PHE) <a href="#">guidance on cleaning for non-healthcare settings</a>.</li> <li>• All hard surfaces to be cleaned on a regular basis with a mild disinfectant or disinfectant spray, this will include             <ul style="list-style-type: none"> <li>➢ All door handles</li> <li>➢ All tables and chairs used by staff and pupils</li> <li>➢ Toilet flushes and regular cleaning of toilets.</li> </ul> </li> <li>• Wear gloves whilst carrying out this task and wash hands after cleaning.</li> <li>• All classrooms to have spray disinfectant and where possible disposable cloths. If disposable cloths are not available use once and then put in wash.</li> </ul>	
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				<ul style="list-style-type: none"> <li>Regular cleaning of surfaces will reduce the risk of spreading the virus. All used cloths thrown away to be double bagged and then placed in a secure area i.e. lockable bin.</li> </ul>	
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>		<ul style="list-style-type: none"> <li>Cleaning company is aware of the guidance for cleaning of non-healthcare settings <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></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 <a href="#">flowchart</a> if a staff member or pupil displays symptoms. . (added in v3)</li> <li>For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.</li> </ul>		<p>Ensure BSS is aware of the guidance for cleaning of non-healthcare settings <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>	1x4=4
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>		<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. Large volumes of flammable liquids should be referenced in</li> </ul>		<ul style="list-style-type: none"> <li>Staff should wash their hands on arrival at nursery, and frequently during the day, after touching their face, blowing their nose, sneezing or coughing, and before eating or</li> </ul>	1x4=4

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		<p>your Fire Risk Assessment. (added in v3)</p> <ul style="list-style-type: none"> <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 e-bug 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>handling food.</p> <ul style="list-style-type: none"> <li>• To clean hands staff should wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly.</li> <li>• If this is not possible, use alcohol hand rub/sanitiser ensuring that all parts of the hands are covered. Staff will direct children to wash their hands on arrival, before departure and frequently throughout the day</li> <li>• Use disposable paper cups for children's drinks</li> <li>• Wear gloves when preparing any fruit</li> <li>• Ensure the kitchen surfaces have been wiped down with a mild disinfectant before and after preparing snacks and drinks.</li> <li>• When clearing up ensure gloves are worn when picking up / disposing of leftover food. Wash all utensils in dishwasher on a hot setting every day</li> </ul>	
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<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>		<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>A plan is in place to clean resources which have been taken home.</li> <li>Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left 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 cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> <li>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>The governing board finance committee is aware of any additional financial commitments</li> </ul>		<p>Limited transference of objects from home to school</p> <p>Objects that are taken home to be sterilised in dishwasher where appropriate, or disinfected upon return to nursery</p> <p>Areas such as mud pie kitchen, sand , will be replenished daily and discarded after each use.</p> <p>PPE/Gloves to be worn when transferring/receiving returned goods</p> <p>TC/SD to monitor</p>	<b>1x4=4</b>
<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</b>		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>This guidance has been explained to staff and pupils as part of the induction process. Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort.</li> <li>Staff are aware of the location of the emergency PPE pack.</li> </ul>		<ul style="list-style-type: none"> <li>If a child or staff member has, or are showing symptoms of, coronavirus (a new continuous cough or fever, or anosmia), or have someone in their household who is, they should not be in a childcare setting, school or college. They should</li> </ul>	<b>2x3=6</b>

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<p><b>confirmed case of COVID-19 in the school</b></p>		<ul style="list-style-type: none"> <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 reporting system available here: <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> 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.</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 appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> <li><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>		<p>be at home, in line with the guidance for households with possible coronavirus infection.</p> <ul style="list-style-type: none"> <li>When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self isolate for 7 days.</li> <li>Their fellow household members should self isolate for 14 days.</li> <li>All staff and students who are attending the school should go and be tested for coronavirus if they display symptoms</li> </ul> <p>Where the child or staff member tests positive, the rest of their class/group should be sent home and advised to self isolate for 14 days. (The other household members of the wider class/group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms</p> <ul style="list-style-type: none"> <li>Staff are informed of the</li> </ul>	
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		<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<p>symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing and high temperature, and are kept up to date with national guidance about the signs, symptoms and transmission of coronavirus.</p> <ul style="list-style-type: none"> <li>• Any pupil or member of staff who displays signs of being unwell, such as having a cough, fever or difficulty in breathing, and believes they have been exposed to coronavirus, is immediately taken out of the class and placed in an area where they will not come into contact with others and are supervised at all times.</li> <li>• Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing and high temperature, and are kept up to date with national guidance about the signs, symptoms and transmission of coronavirus.</li> </ul>	
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		<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<ul style="list-style-type: none"> <li>• Any pupil or member of staff who displays signs of being unwell, such as having a cough, fever or difficulty in breathing, and believes they have been exposed to coronavirus, is immediately taken out of the class and placed in an area where they will not come into contact with others and are supervised at all times.</li> <li>• are advised to contact NHS 111 immediately or call 999 if the pupil or their life is at risk.</li> <li>• Any members of staff who display signs of infection are sent home immediately and are advised to contact NHS 111 immediately or call 999 if they become seriously ill or their life is at risk.</li> <li>• Any medication given to ease the unwell individual's symptoms, e.g. Paracetamol, is administered in accordance with the Administering</li> </ul>	
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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>Medications Policy.</p> <ul style="list-style-type: none"> <li>• Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with guidance, using PPE at all times.</li> <li>• Parents are informed not to bring their children to school or on the school premises if they show signs of being unwell and believe they have been exposed to coronavirus.</li> <li>• Staff and pupils do not return to school before the minimum recommended exclusion period (or the 'self-isolation' period) has passed, in line with national guidance.</li> <li>• Parents notify the school if their child has an impaired immune system or a medical condition that means they are vulnerable to infections.</li> <li>• The school in liaison with individuals' medical professionals where necessary, reviews the needs of pupils who are vulnerable to infections.</li> </ul> <p>Any additional provisions for pupils who are vulnerable to infections</p>	
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				are put in place by the headteacher, in liaison with the pupil's parents where necessary.  becomes seriously	
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>		<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> <li>Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</a></li> </ul>		Arrangements are in place with identified isolation rooms for each bubble; including PPE.	2x3=6
<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</b>		<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</a>.</li> </ul>		Current Government guidance states that	2x3=6

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<p>required is not in line with government guidelines</p>		<p><a href="#">childcare and children's social care</a> for more information about preventing and controlling infection and use of PPE.</p> <ul style="list-style-type: none"> <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>		<p><i>The majority of staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others. However, staff who would feel more comfortable wearing PPE, including gloves, aprons, face coverings should feel free to do so.</i></p> <p>Staff will be given training on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. They will also be trained on how and when to clean reusable PPE equipment.</p>	
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<p><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></p>		<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>	<ul style="list-style-type: none"> <li>• When staff are carrying out any intimate care they <b>must:</b> <ul style="list-style-type: none"> <li>• Wear gloves</li> <li>• Wear an apron</li> <li>• Wear a mask</li> <li>• Nappies, wipes etc. must be double bagged and placed into a hazardous waste bin</li> <li>• Soiled clothes to be double bagged and given to parents on collection of child. Staff must wash their hands once gloves and masks are removed</li> </ul> </li> <li>• When staff are carrying out any First Aid they <b>must:</b> <ul style="list-style-type: none"> <li>• Wear gloves</li> <li>• Wear an apron</li> <li>• Wear a mask</li> <li>• Wipes etc. must be double bagged and placed into a hazardous waste bin</li> <li>• Always wash hands after contact</li> <li>• Whenever possible a member of staff from the child's 'bubble' should carry out their first aid.</li> <li>• Where any medications</li> </ul> </li> </ul>	
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		<p style="text-align: center; opacity: 0.3; font-size: 48px; font-weight: bold;">DRAFT</p>	<p>are administered try and encourage the pupils to self-administer or consider wearing a face covering (always refer to up to date information from Gov.UK)</p> <p>Government advice states: <i>PPE is only needed in a very small number of cases:</i></p> <ul style="list-style-type: none"> <li>○ <i>children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</i></li> <li>○ <i>PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms</i></li> </ul> <p><i>Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and</i></p>	
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		<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p><i>there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.</i></p> <p>Current Government guidance upon how to work safely in specific situations, including where PPE may be required</p> <p>Reference to PPE in the following situations means:</p> <ul style="list-style-type: none"> <li>• fluid-resistant surgical face masks</li> <li>• disposable gloves</li> <li>• disposable plastic aprons</li> <li>• eye protection (for example a face visor or goggles)</li> </ul> <p>Where PPE is recommended, this means that:</p> <ul style="list-style-type: none"> <li>• a facemask should be worn if a distance of 2 metres cannot be maintained from someone with symptoms of if contact is necessary, then gloves, an apron</li> </ul>	
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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>and a facemask should be worn</p> <ul style="list-style-type: none"> <li>• if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn</li> </ul> <p>When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on <a href="#">how to put PPE on and take it off safely</a> in order to reduce self-contamination.</p> <p>Face masks must:</p> <ul style="list-style-type: none"> <li>• cover both nose and mouth</li> <li>• not be allowed to dangle around the neck</li> <li>• not be touched once put on, except when carefully removed before disposal</li> <li>• be changed when they become moist or damaged</li> </ul>	
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				<ul style="list-style-type: none"> <li>• be worn once and then discarded - hands must be cleaned after disposal</li> </ul>	
<b>15. Managing premises related issues</b>					
<p><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></p>		<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 induction), including contractors who works across sites or schools.</li> <li>• Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>		<ul style="list-style-type: none"> <li>• Statutory inspections to continue but with social distancing in place at all times.</li> <li>• In-house inspections should continue to ensure the school remains as safe as possible.</li> <li>• Where contractors are coming into school they must have up to date Risk Assessments and Method Statements.</li> <li>• Control measures regarding the Coronavirus must be included within their RAMs.</li> <li>• School to ensure no pupils or staff are in the area where contractors are working.</li> <li>• Contractors will be</li> </ul>	1x4=4

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		<ul style="list-style-type: none"> <li>• Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>	<ul style="list-style-type: none"> <li>• designated a toilet they can use whilst on site.</li> <li>• Contractors will be responsible for removing all rubbish they have created and to clean their area of work prior to leaving.</li> <li>• They must ensure no workers are displaying any signs or symptoms of Coronavirus prior to entering the school site.</li> <li>• If they become aware of a contractor coming down with symptoms within 14 days of being at the school they must inform the school immediately.</li> <li>• Fire Marshalls trained and briefed</li> <li>• A socially distanced Fire Drill practise to take place</li> <li>• when children are a bit settled.</li> <li>• Identify assembly points for</li> <li>• groups to be reviewed as</li> <li>• numbers of children</li> <li>• increase.</li> </ul>	
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<b>Fire procedures are not appropriate to cover new arrangements</b>		<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</li> <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>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>		<p>Fire Marshalls trained and briefed</p> <p>A socially distanced Fire Drill practise to take place when children are a bit settled.</p> <p>Identify assembly points for groups to be reviewed as numbers of children increase.</p>	1x4=4
<b>Fire evacuation drills - unable to apply social distancing effectively</b>		<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>		<ul style="list-style-type: none"> <li>• All staff and children' emergency contact details are up-to-date, including alternative emergency contact details, where required</li> </ul> <p>Add new groups to SMS to prepare group/fire registers</p> <p>Ensure staff are aware of their fire assembly point</p>	1x4=4
<b>Fire marshals absent due to self-isolation</b>		<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>		<ul style="list-style-type: none"> <li>• We have 3 Fire Marshalls. It is highly unlikely that all 3 would be out of the building at</li> </ul>	1x4=4

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				the same time- unless all self isolating To source further training 1x4=4	
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening.</li> <li>LA support is in place</li> </ul>		Our setting has been continually open throughout the pandemic; therefore statutory tests have continued.	1x4=4
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b>		<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and LA or trust.</li> <li>NS/NC are aware of financial support available to support sustainability</li> </ul>		<p>Additional cost pressures due to COVID-19 to continue to be identified and an end-of-year forecast which factors them in produced. Covid cost centre identified.</p> <p>Our environment has undergone extensive adaptations to enable us to open more fully; room dividers, adaptations to children's toilets, dividers to our outdoor area to enable children to remain in bubbles, signage etc.</p> <p>Financial support for nursery schools to be accessed when available</p>	4x2=8

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

<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>	<ul style="list-style-type: none"> <li>• An equality impact assessment is undertaken for staff and pupils</li> <li>• All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3)</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</li> </ul>	Conversations/ Consultations have taken with all staff. Staff have been asked to update SLT with any new health conditions or concerns. Staff fears, insecurities and concerns and Individual circumstances will be considered and	<b>3x2=6</b>
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		<p>conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</p> <ul style="list-style-type: none"> <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 considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u><a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a></u>.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> </ul>		inform provision.	
<p><b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b></p>		<ul style="list-style-type: none"> <li>• No. of BAME staff</li> <li>• No. of BAME staff risk assessed and requiring to remain shielded at home</li> <li>• No. of BAME staff able to return but requiring additional support</li> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>		<p>More frequent supervision to include well being..</p> <p>Daily briefings for the first week and then weekly</p> <p>Additional provision in school for two staff members, with added protective measures, including work away from children with assured social distancing.</p>	3x2=6
<p><b>Parents, particularly those from BAME heritage, are reluctant to send their children to</b></p>		<ul style="list-style-type: none"> <li>• No of BAME pupils</li> <li>• No of BAME pupils risk assessed and requiring to remain shielded at home</li> <li>• No of BAME pupils able to return but requiring additional support</li> <li>• There are sufficient numbers of trained staff available to support</li> </ul>		We will continue to communicate with all of our families and reassure as appropriate.	

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<b>school due to the media coverage on deaths linked to coronavirus</b>		<p>pupils and parents with these anxieties.</p> <ul style="list-style-type: none"> <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>			
<b>Parents do not follow advice on social distancing when visiting the school</b>		<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>		<p>Our parents will be informed and reminded of the expectation to socially distance. Visual prompts will be displayed outside of the school.</p> <p>Expectations communicated verbally, visually, and electronically through the school website and facebook.</p>	<p>2x3=6</p>
<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>		<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> <li>• Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3.</li> </ul>		<p>All relevant policies revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</p>	<p>1x4=4</p>
<b>Risks are not comprehensively assessed in every</b>		<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:</li> </ul>		<p>yes</p>	<p>1x4=4</p>

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<b>area of the school, including nursery and resource base if applicable, in light of COVID-19,</b>		<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>			
<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>					
<b>Pick up and drop off times</b>		<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:</li> <li>• <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li>• <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li>• <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-</i></li> </ul>			1x4=4

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		<ul style="list-style-type: none"> <li>• <i>arranged appointment, which should be conducted safely)</i></li> <li>• <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• 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 the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings.</li> <li>• <b>Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.</b></li> <li>• Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>• 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.</li> <li>• <b>Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</b></li> <li>• <b>Additional cleaning of designated school transport.</b></li> </ul>			
<b>Children arriving late as a result of journey to school</b>		<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:           <ul style="list-style-type: none"> <li>➢ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> <li>➢ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i></li> </ul> </li> </ul>		The large majority of our parents and carers walk to school and will be strongly encouraged to arrive on time.	1x4=4

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		<p>➤ ensure that transport arrangements cater for any changes to start and finish times</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 <a href="#">Modeshift STARS</a> 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 <b>contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a></b>. For information regarding home to school travel contact: <a href="mailto:Mark.Hudson@birmingham.gov.uk">Mark.Hudson@birmingham.gov.uk</a></li> </ul>			
<p><b>Transport capacity for pupils with</b></p>		<ul style="list-style-type: none"> <li>• Schools' individual requirements are discussed with Home to</li> </ul>			<p>NA</p>

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<b>EHCP attending special schools and resource bases is insufficient</b>		School Transport to prepare for full return. <ul style="list-style-type: none"> <li>Schools are aware of the proposed routes and vehicle allocations for September opening</li> <li>Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening</li> <li>parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers</li> </ul>			
<b>Travel anxiety for new starters to secondary school</b>		<ul style="list-style-type: none"> <li>West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <u>All are available via this link.</u></li> <li>For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys:  <u>Travelling Safely on bus (social distancing)</u>  <u>Travelling Safely on Metro (social distancing)</u>  <u>Getting through train stations (social distancing)</u></li> </ul>			NA
<b>19. Contingency planning for local lockdown</b>					
<b>No plan in place if an outbreak or local lockdown should occur</b>		<ul style="list-style-type: none"> <li>School Business Continuity Plan has been updated</li> <li>Proposed resourcing model is in place should lockdown and partial or full closure be required</li> <li>Arrange for communications to be available in readiness for release to staff and families <b>to incorporate any advice from Public Health Birmingham.</b></li> <li>Staff have been fully briefed <b>on the action planning for local/bubble lockdown or outbreak.</b></li> <li>Preparation for learning continuity in the event of local or bubble lockdown (added in v4)             <ul style="list-style-type: none"> <li>Blended learning offer to support continued delivery.</li> <li>Remote learning packages ready to offer where there</li> </ul> </li> </ul>		LA plan in place	1x4-4

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		<p>is an outbreak within a bubble or wider as part of business continuity. <b>Consideration of remote learning for young pupils or those with SEND.</b></p> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></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-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a> (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> </ul>			
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