Birmingham City Council's Risk Assessment Template

Contents Page	
Content	**Starting Page of Section**
Introduction including description of Risks and how to Score	2
Links to related guidance notes and governance support	5
Version Control table	7
1. **Identify numbers of pupils returning and staffing resource**	8
2. **Plan how the whole school will be accommodated and encourage attendance**	12
3. **Communications with families and pupils**	13
4. **The School Day**	14
5. **Provision for meals and FSM**	15
6. **Safeguarding provision to support returning children and increased referrals**	16
7. **Curriculum priorities**	17
8. **Content and timing of staff communications**	20
9. **Control Measures and Hygiene**	21
10. **Enhanced Cleaning**	21
11. **Good Hygiene**	22
12. **School level response for symptomatic or ill pupils or staff members**	22
13. **Personal Protective Equipment for Staff**	24
14. **Managing Premises related issues**	24
15. **Working with other school-based provision**	26
16. **Home to School transport**	26
17. **Contingency planning for local or national lockdown**	28
18. **Coronavirus (COVID-19) asymptomatic testing in schools**	29

Introduction

The government plan is to lift all measures from 19 July 2021 for the full return of all pupils (updated in line with government guidance regarding the opening of Step 4 from July 2021): Schools COVID-19 operational guidance (publishing.service.gov.uk)

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

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

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

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

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

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

Risk assessment is about identifying reasonably practicable measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.
Likelihood - For each issue/situation, determine the likelihood it will occur.
Severity (outcome) - determine the potential injury/health.

Likelihood	Severity

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

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
Example: **Slips, trips and falls**	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.*	**Y**	Review arrangements for	3x1=3 Low

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
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.	• *Signage available.* • *Cleaners have received training.* • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* • *Undertake specific risk assessment on snow and ice.* • *Remove all trailing cables in admin office.*		new staff i.e. ensure the H&S policy to shared /communicated	

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates 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	**Full opening (updated 6 July 2021 and applies to Step 4 opening):** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools **Step 4 Opening:** Schools COVID-19 operational guidance (publishing.service.gov.uk) **Early Years and Childcare:** https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures **Special Schools:** https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings **Out of School settings:** https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak **Safe working in education and childcare:** https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care **Compilation of all guidance notes for schools:** https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings **Advice for parents:** 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 **Advice for parents attending Out of School settings:** https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak **Ofsted guidance and update:** https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update **Providing meals to pupils:** https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools **School reports:** https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

	Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 **EYFS disapplication:** https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications **Keeping children safe in education for schools and staff:** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 **Shielding and guidance for CEV**: <mark>19 July guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</mark> **Curriculum and teaching guidance:** https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 **Remote learning support for schools and staff:** https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 **Remote learning support for parents:** https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 **Transport to schools:** https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020 **General travel guidance:** https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers **Recording attendance:** <mark>https://www.gov.uk/government/publications/school-attendance</mark> https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year **Enhanced area of response:** https://www.gov.uk/government/news/further-support-for-birmingham-blackpool-cheshire-east-cheshire-west-and-chester-liverpool-city-region-and-warrington-to-tackle-delta-b16172-v **BCC:** https://www.birmingham.gov.uk/news/article/890/covid-19_birmingham_listed_as_enhanced_response_area

| Governance and other resources | Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum

Useful contact details in BCC:
• If subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk

• Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk

• Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk

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

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

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

RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield |

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1	Original	14/07/21

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
1. Identify numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers		- Planning for full attendance of all year groups and complete the daily DfE attendance return. <mark>Attendance is mandatory for statutory school age pupils.</mark> - Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. Continue to engage with families and LA to accurately report situations where pupil is recorded as abroad and plan for their return (including any quarantine restrictions). <mark>Preparedness to reinstate bubbles if needed as a mitigation for local outbreak measures.</mark> - Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. - Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. - Testing is voluntary and requires consent. - Sufficient access/supply is available to carry out the 3 tests at school for each pupil. - Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school until at least end of September). - Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. - Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. A dedicated staff member should initiate the contact tracing process. - Pupils with positive tests will need to self-isolate. <mark>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.</mark> - Arrangements are in place for pupils testing positive in school to be isolated	yes		Low

		until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. • Good record keeping on testing within school and with PH. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • <mark>Children whose doctors have confirmed are clinically extremely vulnerable are advised to attend school unless their clinician has advised otherwise.</mark> • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required. • 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 Section 8 of the guidance for special schools. • Home to School transport in place where required. • Preparedness to implement Test and Trace as set out the latest guidance. Remote education should be provided where possible for pupils that are abroad.			
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*		• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. • <mark>Staff in schools who are CEV should currently attend their place of work if they cannot work from home.</mark> • Those living with someone who is CEV should attend work. • Full use is made of those staff who are isolating due to a positive test but who	Yes	Health status audit to be updated Sept 21	LOW

		are well enough to teach lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance.			
For special schools, specialist post-16, alternative provision and hospital schools		• All pupils risk assessed and discussed at panel. Pupil level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible. • On site and remote learning arrangements in place for each pupil. • Home to school transport mitigations in place. • Specialist equipment returned to school/additional equipment made available to support return. fforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers.			NA

		- Hospital schools should continue to provide full-time education where it is safe and feasible to so, in line with hospital infection prevention and control (IPC) measures - Alternative arrangements for delivering provision should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. - Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. - Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email.			
Resource base provision within mainstream setting		- All pupils risk assessed and discussed at panel - On site and remote learning arrangements in place for each pupil - Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. - Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email. - ensure children with EHC plans are safely cared for whether in a setting or at home.			NA
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		- Review in-year school admissions expectation with key admission staff and in line with requirements in the new School Admissions Code. - Ensure key school contact and related resources in place. - Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. - Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. - 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.	Yes	Weekly leadership meeting includes admissions as standing agenda item	LOW

Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		• Review EEE termly admissions process. • Funding questions are emailed to NEF@Birmingham.gov.uk • Ensure key school contact and related resources in place. • Ensure parental declarations are completed and signed each term. • 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.			LOW
2. Plan how the whole school will be accommodated and encourage attendance					
Measures are not in place to accommodate mandatory attendance		• In NS/NC where additional space is identified for accommodating 2-year olds and under 2s, then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan. • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk		Attendance / available places discussed at weekly leadership meeting and places allocated accordingly	LOW
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		• Good ventilation is maintained while spaces are occupied • Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. • From 19 July, in line with Step 4 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. • The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. In EYFS handwashing supervision is in place. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in		Ensure windows remain open throughout the day BSS to open all windows across the setting each morning. Staff to close at end of each day. Check all windows are closed prior to locking.	LOW

			yes	COVID section to continue and to be updated as required in response to possible outbreaks	LOW
		• keeping with the school's control measures. • Participation in the Testing Programme for staff and secondary age pupils.			
3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school		• As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. • COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. • Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. • Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance S/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc. • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs • LA support for individual or complex cases • NS/NC bring any support requests to LA ISEY Panel	yes	COVID section to continue and to be updated as required in response to possible outbreaks	LOW
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		• Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. • Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy • Ensure contact details of families are up to date. • ==If a parent or carer insists on a pupil who has tested positive attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.==	yes	Children tested positive would not be able to attend nursery to protect other children	LOW

			Yes	Parent/Carer guide on website. Children who test positive would not be able to attend.	LOW
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place		• LFD testing arrangements onsite and home, are communicated clearly to parents and carers. • If a parent or carer insists on a pupil who has tested positive attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. • Where home testing is not possible, arrangements are in place for the testing to be carried out at school. • Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. • Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family • Brokerage of access to Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. • Family Connect support explored if required. • NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection. • Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.			
4. The School day					
Daily attendance registers for new cohorts are not in place		• Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners). • Designate staff responsibility for completion of DfE daily submission. • Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review separate guidance on recording attendance. • Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.	yes	HJ to continue to return attendance form	LOW
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		• Key messages are regularly reinforced in line with government guidance. Community languages are considered. • Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date.	yes	SD to share flowchart with staff Sept 2021	LOW

Resumption of day visits		• You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely • The government has issued new advice on travel and socialising, including minimising travel into and out of the area (Birmingham) and not taking unnecessary journeys. Dr Varney says that due to Birmingham being an area of enhanced response travel should be minimised to **essential trips** only. • If you have trips arranged outside of the Birmingham boundary, we would suggest you rearrange these to locations within the city if possible. All trips will need a robust risk assessment and follow strict safety measures. • Trips should be cancelled if any COVID-19 outbreaks are recorded within the setting. See further guidance if planning for domestic residential educational visits (in accordance with roadmap: annex C – further guidance on domestic residential educational visits. • Trips taken outside of the setting; https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-coronavirus-covid-19-pandemic#considerations-for-operating-the-setting	yes	No visits in the Autumn term Review in Spring term	LOW
International trips		• From the start of the new school term you can go on international visits that have previously been deferred or postponed and organise new international visits for the future. You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red.	NA		Low NA
Work Experience		• Robust risk assessments must be in place for the providers. • <mark>Pupils carry out another LFD test before returning back to school.</mark>	YES	HJ to communicate with potential work experience students re LFT requirement in line with guideance for staff	
5. Provision for meals and FSM					

Pupils eligible for free school meals do not continue to receive vouchers		• Issues with food poverty to be addressed through application to Early Help Hubs. • A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. • FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible.	Yes	FSM vouchers Early help referral if required	LOW
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		• Feasibility to continue or reimplement wrap-around provision e.g. PVIs and Childminders. • Where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number.	Yes		NA
Meals are not available for all children in school		• Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. • Communication with catering provider to consider options.. • Usual considerations in place for dietary requirements.	Yes	Kitchen fully open	LOW
6. Safeguarding provision to support returning children and increased referrals **Consider alongside online offer guidance:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19		• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered vulnerable. • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy to be used.	Yes	Policy updated/ratified and shared	LOW
High risk of increased		• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils.	Yes		LOW

disclosures from returning pupils		- Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. - Multi-agency arrangements in place to support early help. - School is aware of support through Early Help Hubs. - Advice is available through CASS, BCC Safeguarding and BCC Prevent Team.			
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school		- Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. - Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. - Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. - Provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. The DfE's 'every interaction matters' webinar can help with offering pastoral support for wellbeing. - Work with school nurses, where they are in place, to ensure delivery of the healthy child programme (which includes immunisation), identify health and wellbeing needs, provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues and support pupils with additional and complex health needs.	Yes	SD to revisit available support to all staff Sept 21	LOW
7. Curriculum priorities including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened		- 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. - Home (and remote learning) is calibrated to complement in-school learning	Yes	Curriculum and interventions will reflect this	LOW

		and day to day delivery. Consider digital poverty. See BEP website for more info on <u>offer</u>. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. • For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials • 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. • For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. • Most pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. • Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the <u>Education Endowment Foundation</u>. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school.			
School unable to meet full provision		• Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering	Yes		LOW

This is a model risk assessment based on initial Government guidelines on COVID-19 as at <mark>July 2021</mark> and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). Schools should amend according to individual context. Please contact edsi.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

Page **18** of **32**

required in line with EHCP		provision. These decisions should be considered on a case-by-case basis. • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. • Access support through health and social care offer. • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service.			
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		• Access <u>BEP offer</u> for online resources. • <mark>NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school.</mark> • Review online offer for pupils that are unable to attend school. • Learning offer for pupils unable to access online resources. • Access Early Help Hub support for those pupils affected by ICT poverty. • Differentiate offer for eligible children that can't attend school to support future transition. • Staff deployment including support workers, trainees and volunteers. • Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer.	Yes		LOW
Pupils moving on to the next phase in their education are ill-prepared for transition		• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • 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. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. There is regular and effective liaison between host school and the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, to primary, to secondary schools, to post-16 providers, to universities, to apprenticeship	Yes	SD to continue to collaborate with working party focusing on transitions.	LOW

		providers)			
		• **See updates to 'visitors' section in;** https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak • An online transition booklet or pack that covers key information for students is available • Set up a new starters email address so prospective parents can ask specific questions (if manageable to resource particularly over summer holidays) • Include a Frequently Asked Questions section on the school website. • Teacher/staff video profiles/greetings so parents/pupils can 'meet them' virtually • If appropriate, consider new teacher/s visiting feeder schools where pupils cannot travel to their new provisions (particularly for young pupils) • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There may be exceptional cases for pupils with specialist needs where a virtual transition is not possible or effective. In these circumstances please ensure robust individual risk assessments are in place.			
8. Content and timing of staff communications					
Staffing levels can't be maintained		• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff. • Advice sought from LA to support staffing levels or support eligible children to access provision through another school. • Chair of responsible body kept informed throughout. • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the extra mental health support for pupils and teachers from DfE is also accessed. • Staff deployment including support workers, trainees and volunteers. • Setting up arrangements with local schools or schools within MAT. • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos.	Yes	Supervisions to focus on wellbeing and available support.	LOW

Identify staff unable to return to school		• XXX staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. • Provide ongoing support for staff including wellbeing and mental health support for maintained schools.	Yes	To be reviewed as necessary	LOW
Staff are insufficiently briefed on expectations		• Staff receive daily/weekly briefings on day to day school matters. • <mark>Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders.</mark> • Flexible working patterns and arrangements if appropriate • Staff workload expectations are clearly communicated. • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. • Staff have been fully briefed on the action planning for local lockdown.	Yes		LOW
9. Control measures and hygiene					
Control measures are not in place to limit risks of transmission. distancing at break and lunch times		• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points. • Agree how control measures and messages will be implemented and displayed around school. • Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.	Yes	Continue with increased cleaning schedule as ongoing.	LOW
Impact of any new variants of the virus on the day to day running of the school		• <mark>The new variants of the virus do not require any additional control measure and the current guidance remains unchanged.</mark> • <mark>Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted.</mark> • BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19	Yes		LOW
10. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies					

Cleaning capacity is reduced so that ongoing cleaning is not undertaken to the standards required		You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. PHE has published guidance on the cleaning of non-healthcare settings.	Yes	Enhanced cleaning to continue Children continue to wash hands at the start of the day	LOW
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. • Sufficient and suitable equipment is available for the required clean. • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if required	Yes	Cleaning services provided through professional company	LOW
11. Enhanced hygiene practices and arrangements for 'Good Hygiene for Everyone'					
Inadequate supplies to ensure good hygiene for everyone		• A Ensure good hygiene for everyone **Hand hygiene** • Frequent and thorough hand cleaning should now be regular practice. • You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. **Respiratory hygiene** • The 'catch it, bin it, kill it' approach continues to be very important. • The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene. **Use of personal protective equipment (PPE)** • Most staff in schools will not require PPE beyond what they would normally need for their work. • The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19..	Yes	Continue with current cleaning schedule Continue to provide tissues across setting	LOW
12. School level response for symptomatic or ill pupils or staff members					

			Yes	SD to share flowchart SD to share frequently asked questions SD/TC to attend webinar public health	LOW
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school		• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. • Keep up to date with PH updates on responding to cases in schools. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per guidance. • Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kitFurther information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ • 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. o *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety*			

		team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk. o *For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).*			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised. • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation for pupils and staff in residential settings should be within the residential setting. • Appropriate PPE should be used if close contact is necessary (further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. • Any room/s they use should be cleaned after they have left. • The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus	Yes	All Teamsa re aware of where symptomatic children should isolate PPE is available within rooms	Low
13. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with government guidelines		• Most staff in schools will not require PPE beyond what they would normally need for their work. • The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19. • If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility.	Yes		LOW

		• In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. • Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.			
14. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to infection control		• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free). • 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. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works and associated risk assessments. • Where BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building.	Yes	No works planned All visitors to be reminded of risk assessment	LOW

Fire procedures are not appropriate to cover new arrangements		• Fire procedures have been reviewed and revised where required, due to:
		  o Changes to numbers of pupils/staff
		  o Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutesStaff, pupils and governors have been briefed on any new
			yes	All G3s are Fire Marshall trained	LOW

		• evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan.			
Fire marshals absent due to self-isolation		• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	yes	All G3 staff have accessed Fire Marshall training	LOW
Statutory compliance has not been completed due to the availability of contractors during lockdown		• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date. • Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. • Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away • LA support is in place.		BSS/SBM ensure all stat testing is in place	LOW
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability	Yes	CJ has created an additional covid cost centre to identify covid related additional costs.	LOW
15. Working with other school-based provision					
Existing policies are no longer fit for purpose in the current circumstances		• All relevant policies have been revised to take account of government guidance on COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.	Yes		LOW

		• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>.			

Risks are not comprehensively assessed in every area of the school		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		   ○ Different areas of the school including any Early Years and Resource Base provision
		   ○ When pupils enter and leave school
		   ○ During movement around school
		   ○ During break and lunch times
		   ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	Staff meeting sept 21 to inform of RA	LOW

16. Home to School Transport

Urban Transport Group released a <u>briefing in May 2020</u> requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.
Keys points include:

- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.

Consideration whilst using public transport		ple aged 11 and are advised to wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. TfWM has launched the "Mask up Now" campaign to promote mask wearing compliance on public transport. Further resources can be found <u>here</u>.			NA

		• Pupils should not board home to school transport if they have had a positive test result or has symptoms of coronavirus (COVID-19). • Pupils should leave more time for their journey, as there may be a longer wait than usual; with limited space on board there may be more demand for services.			
Children arriving late as a result of journey to school		• Encourage walking, cycling or scooting to their education setting where possible. • Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers • Ensure that transport arrangements cater for any changes to start and finish times. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.			LOW
Transport capacity for pupils (with EHCP) attending special schools and resource bases is insufficient		• Schools' individual requirements are discussed with Home to School Transport to prepare for full return. From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. • Schools are aware of the proposed routes and vehicle allocations for full opening. • Parents to be informed of transport arrangements from Travel Assist and Schools. Parents can contact Parentlinkservice@birmingham.gov.uk with specific queries. .			LOW
Travel anxiety for new starters to secondary school		• West Midlands Police have put together some resources to help students feel confident to travel and how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link.			LOW

17. Contingency planning for local or national lockdown					
No plan in place if an outbreak or lockdown should occur		- School Business Continuity Plan has been updated. - Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). - Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. - Staff have been fully briefed on action planning for local lockdown or outbreak. - Parents are informed of the school's procedures for local lockdown. Early years settings and childminders remain open (including wraparound care). - Preparation for learning continuity in the event of local lockdown - Resumption of bubbles - Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home e.g. if clinically extremely vulnerable and advised by their clinician to remain at home. - Remote learning packages ready to offer where there is an outbreak as part of business continuity. Consideration of remote learning for young pupils or those with SEND. - Use of face coverings if recommended by PH - Information and guidance have been shared to support parents and carers of children who are learning at home - Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. - Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate.			LOW
18. Coronavirus (COVID-19) asymptomatic testing in schools					
No plans for rapid testing using Lateral Flow Devices (LFD)s in place thus hindering the		- Plans are in place for staff in primary schools to continue to test with LFDs twice a week at home, as per DfE guidance - Plans are in place for secondary schools to offer pupils testing on site initially at the start of termable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. - Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon			LOW

| return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. | | return to school. Testing is voluntary and requires consent. Sufficient access/supply is available to carry out the 3 tests at school for each pupil. Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils with positive tests will need to self-isolate. <mark>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.</mark> <mark>If a parent or carer insists on a pupil who has tested positive attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.</mark> Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. | | | |
| **18.1. Rapid asymptomatic testing in specialist settings including special academies, maintained special schools, alternative provision (AP), hospital schools, registered independent AP, pupil referral units (PRUs), special post-16 institutions, non-maintained special schools,** | | | | | | |

independent special schools					
There is a wide range of challenges in delivering effective testing in special schools and other specialist settings		• Where it is appropriate to do so, plans are in place for to offer pupils and students aged 11 and above (including those who have been attending during the lockdown period, including vulnerable children and the children of critical workers) 3 supervised tests 3 to 5 days apart on-site before moving to home testing arrangements are in place for pupils to have their first 3 tests on-site via the setting's Asymptomatic Testing Site (ATS) before they begin doing them at home. • In circumstances where a pupil or student would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS first), where this is appropriate for the pupil or student. • If the pupil or student feels confident enough in doing so and can do it effectively, they can self-swab from the fourth test onwards as long as they are supervised by an adult. • Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. • There is informed consent to testing in place. Testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within education settings. • The person giving the consent (parent or legal guardian or the young person) needs to have a sound understanding of the risks and benefits of testing. • Even if the child or young person or the parent or legal guardian has given consent, if the individual at any point is not willing to participate in testing then that choice should be respected.			NA
18.2 Rapid asymptomatic testing for visiting/peripatetic staff working with pupils					

There are no clear plans for testing staff working in a specialist school or specialist setting		• Staff working on a setting's site should be offered LFD tests. This includes:
		    o teachers
		    o teaching assistants
		    o clinical staff employed by the school
		    o those providing on-site wraparound childcare
				LFT on site and available	LOW

		- other support staff (including therapists) - those involved in cleaning testing sites - Settings can offer others testing too, for example, school nurses or drivers or escorts, liaising as appropriate with both the individuals and their employers to check if they have separate arrangements for regular testing.			
There are no clear plans for visiting professionals and peripatetic staff in a mainstream setting		- BCC staff visiting schools is able to access LFD testing through community testing sites - Other visiting teachers/staff are directed to the community testing site to access an LFD test prior to their visit			