

Birmingham City Council's Risk Assessment Template – Holly Hill Church School

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Introduction

The government plan is for the full return of all pupils from March 2021 (updated in line with government guidance from February 2021): <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

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

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health:

https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their 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 p7 onwards.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their

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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 $3 \times 1 = 3$. This would mean the risk is low and arrangement would be adequate. Example as follows:

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

| Links to related published guidance notes to be referred to alongside the Model Risk Assessment | |
|--|--|
| <p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk 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>Full opening March 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>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</p> <p>Special Schools: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</p> <p>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</p> <p>Testing in primary and nursery schools: https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p> <p>Safe working in education and childcare: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>Compilation of all guidance notes for schools: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>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</p> <p>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</p> <p>Ofsted guidance and update: https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>Providing meals to pupils: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> |

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| | |
|--|---|
| | <p>School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Shielding and guidance for CEV: 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</p> <p>Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <p>Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <p>Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>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</p> <p>General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Recording attendance: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</p> |
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| Governance and other resources | <p>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</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</p> <p>Useful contacts in BCC:</p> <ul style="list-style-type: none"> • 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 <p>Other resources:</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>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</p> | |
| Version No. | Page – Edits (page numbers correct at point of publication of that version) | Published |
| 1 | Original | 26/02/2021 |
| 2 | 26 – 27 Use of face covering 44 – 47 Section added on LFD testing | 5/3/21 |
| 3 | 9-10 Pupils who are abroad 15 Use of face coverings | 10/6/21 |

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|--|---|--|
| | 16 Music and Performance 19 Educational Visits 20 Wraparound provision and extra-curricular activity 22 Pupil wellbeing and support 26-27 Transition days 42 Transport | |
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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 |
|--|---------------------|---|-----------------------|---|-------------------|
| 1. Identify numbers of pupils returning and staffing resource | | | | | |
| Lack of certainty over returning numbers | | <ul style="list-style-type: none"> • Planning for full attendance of all year groups and complete the daily DfE attendance return. • Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. • Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. • 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). • 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 should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers | Y | <ul style="list-style-type: none"> • Attendance is mandatory. Expect all children to follow attendance procedure. • Open door policy, and parents advised to speak to Charlotte Taylor if anxious • SLT will continue meeting parents at gate to ensure 1 parent per child, and deal with any concerns. • All children returned to school 8th March 2021 • All social distancing and one-way systems to remain in place as per Autumn term full opening and Lockdown. • Wider opening times and pick up times continue to allow for social distancing 8,40pm – 9am. | 1x1 = 1 Low |

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| | | <p>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.</p> <ul style="list-style-type: none"> • Good record keeping on testing within school and with PH. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • 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 <u>guidance for special schools.</u> • 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. Not applicable for Holly Hill as at 16th June 2021 | | <ul style="list-style-type: none"> • Staff (including long term agency) to continue LFT at home twice weekly, reporting to school and DfE. • All procedures to continue for pupil showing symptom / parent positive case and need to isolate. • All children absent from school due to isolating are recorded and tracked by office staff; including test date and return date. Homework provided and free school meal voucher if off for more than 1 week. • Learning mentors x 2 to continue supporting vulnerable families. Emotion pegs to be used by children to pick up early help. Learning mentor in school to speak to children on morning. • No families have requested to home educate. | |
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| | | | | <ul style="list-style-type: none"> All PPE, sanitiser and cleaning materials in full stock. | |
| <p>Number of staff available is lower than that required to teach classes in school <i>(cross reference with risk assessment on staff health and wellbeing)</i></p> | | <ul style="list-style-type: none"> 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. CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). Those living with someone who is CEV can still attend work where home working is not possible. Full use is made of those staff who are isolating but who 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. Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. | Y | <ul style="list-style-type: none"> Health status of all staff known: <ul style="list-style-type: none"> 1 x year 1 teacher shielding as 28 wks pregnant. Teacher who was covering maternity leave for Summer term starting 8 March. Now on Maternity leave until December 2021 1 x part time TA in reception shielding to end March due to clinically vulnerable. Agency cover booked, and can continue after Easter if shielding period extends. Returned Easter 2021 to her 3 day a week post 1 x Lunchtime supervisor shielding to end March. No need to cover. Returned Easter 2021 1 x Learning mentor to continue | <p>2x1 =2 Low</p> |

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| | | <ul style="list-style-type: none"> • ‘Bubbles’ of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • 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 to be clinically extremely 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. | | <p>to work remotely due to vulnerable son. Has been successful during past 12m. Returned to working in school full time from May 2021</p> <ul style="list-style-type: none"> ○ SLT covering PPA, and available for emergency sickness cover. ○ Class bubbles to continue as per Autumn term. Layout of classrooms to remain facing the front in KS1. Year group bubbles at lunchtime. Timetabled sessions on playground, allocated LTS. ○ Lunchtime arrangements to continue: Nursery and reception to continue eating lunch in classrooms. KS1 timetabled to eat lunch in hall, with | |
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| | | | | clean down between sessions. ○ Lft continue for staff twice weekly. | |
| For special schools, specialist post-16, alternative provision and hospital schools | | <ul style="list-style-type: none"> • All pupils risk assessed and discussed at panel. Pupil level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible. • 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. • XXX number of children remain shielded at home. • Efforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers. • 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. | n/a | n/a | n/a |
| Resource base provision within mainstream setting | | <ul style="list-style-type: none"> • All pupils risk assessed and discussed at panel | n/a | n/a | n/a |

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| | | | | | |
|--|--|---|---|---|---------------|
| | | <ul style="list-style-type: none"> • 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. | | | |
| Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils | | <ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (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. | y | <ul style="list-style-type: none"> • In year admissions continue as normal. We have admitted 12 pupils since Easter 2021 • Any application with SEND issues will be reviewed individually • Pupils (if required) will be risk assessed at start date. | 1x1=1 Low |
| Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils | | <ul style="list-style-type: none"> • 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. | y | <ul style="list-style-type: none"> • 7 children started in nursery after Easter. • Total Numbers in nursery at June 2021: Acorn 19, Conker 13, Sapling 7(rising 3s) • Any child requesting a nursery place will be reviewed individually. | 1x1 =1 Low |

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| 2. Plan how the whole school will be accommodated and encourage attendance | | | | | |
|---|--|---|---|---|------------------|
| Measures are not in place to accommodate mandatory attendance | | <ul style="list-style-type: none"> • Reduced contact between bubbles/groups continues to be reinforced • Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. • Removing unnecessary furniture out of the classroom to make more space. • Use of unused classrooms. • 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 | y | <ul style="list-style-type: none"> • Bubbles continue in year groups, but to remain in class bubbles as much as possible. All lessons in classes. • All classrooms continue in the set up used for Autumn Term. KS1 facing forward with individual stationery, to reduce sharing. • Nursery and Reception classrooms larger and risk assessed as difficult to social distance. | 1 x 1 = 1 Low |
| Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance | | <ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools' groups or bubbles should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. • Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Ventilation is increased while spaces are unoccupied e.g. breaktimes. | y | <ul style="list-style-type: none"> • Classes remain in class bubbles as much as possible. • Classrooms remodelled for Autumn Term and will remain as so. As at June 2021, we have not had to close any bubbles • Children continue to wash hands on entering school. Staff meet at classroom doors | 1 x 3 = Low |

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| | | <ul style="list-style-type: none"> • 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 17 May, in line with Step 3 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. • Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups. • Consider lunchtimes in the classroom for younger year groups. • In EYFS handwashing supervision is in place. 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. • 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 keeping with the school's control measures. • Participation in the Testing Programme for staff and secondary age pupils. | | <ul style="list-style-type: none"> with masks and / or visors. • All windows to be open during day to increase ventilation. • Face coverings continue to be worn by all staff in communal areas. • Staggered lunch and break arrangements successful and will continue until July 2021 • Staffroom to continue to be used for limited use: refreshments and warming meals. Reduce mixing of bubbles for long periods. Each year group to use spare room: meeting room, library, Blossom room. • Lunch times as per section 1. • Handwashing promoted during day and supervised in EYFS. • Usual immunisations will continue. Use of | |
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| | | | | meeting room to ensure social distancing. Flu nasal was given Autumn term. None due till Autumn 2021. | |
| There is a need to review group participation and use of large spaces to allow for the school to be fully operational | | <ul style="list-style-type: none"> • Encourage use of outdoor space, weather dependent. • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe. • Design layout and arrangements in place to enable social distancing • The EYFS environment is re-organised to meet requirements of social distancing • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. • 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. A separate Risk Assessment from any external provider operating on site is required and reviewed. • If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the "working safely during COVID-19 in the performing arts" guidance. • Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. | y | <ul style="list-style-type: none"> • Playground timetabled for lunchtime and play. Outdoor PE encouraged, otherwise use of hall timetabled for each class bubbled. • Lunchtime timetabled as above. • EYFS classrooms rearranged to encourage social distancing, but cannot guarantee. • Music for schools Tuesday pm by year group bubble. • Assemblies to continue in classrooms until September 2021 • No after school clubs at present. To be reviewed in the Autumn term. • Sports Premium c/f to meet the needs of | 1x4 =low |

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| | | | | <p>the children when restrictions relaxed.</p> <ul style="list-style-type: none"> Bursar to remain in separate office to main office, to ensure social distancing and reduce operational issue if staff member has to isolate. | |
| 3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils | | | | | |
| <p>Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school</p> | | <ul style="list-style-type: none"> As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations 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. Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods. NS/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 | y | <ul style="list-style-type: none"> Communication with parents via School APP, website and email. Hard copy letters during the term will also be used as all children attend. Covid-19 section of website updated regularly Drop off and pick up as per previous. Revised RA for children with EHCP (x 3) and SEND Support Provision Plan (SSPP) x 7 completed to mitigate risks. SLT to meet with parents daily at gate to deal with any issues, and ensure | <p>1 x 4 = 4 Low</p> |

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| | | <ul style="list-style-type: none"> • LA support for individual or complex cases • NS/NC bring any support requests to weekly LA ISEY Panel | | <ul style="list-style-type: none"> • understanding of social distancing around school. • All parents / carers must wear a mask on school premises (unless exempt) • 1 adult in foyer at a time, hand sanitise before entering. | |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19 | | <ul style="list-style-type: none"> • 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. | y | <ul style="list-style-type: none"> • Any changes to guidelines are communicated with families. • All staff aware of procedures for any child displaying symptoms in school. Isolation room used and parents contacted. Fully tracked by office staff. | 2 x 3 =6 Medium |
| 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 | | <ul style="list-style-type: none"> • LFD testing arrangements onsite and home, are communicated clearly to parents and carers. • Where home testing is not possible, arrangements are in place for the testing to be carried out at school. • 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. | y | <ul style="list-style-type: none"> • Change of clothes not needed, but recommend fresh clothes worn daily. PE kits to remain in school to avoid home / school contamination. • No items other than book bags to come into school. Book bags to be kept in class bubbles. | 1 x 1 =low |

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| | | <ul style="list-style-type: none"> • 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. | | <p>Books returned are roosted for 2 days before putting back on shelf for others to use.</p> <ul style="list-style-type: none"> • Remote learning offered to those children isolating. To be addressed for each individual case. | |
| 4. The School day | | | | | |
| The start and end of the school day create risks of breaching social distancing guidelines | | <ul style="list-style-type: none"> • Consider stagger to start and end of day. • Break and lunchtimes are also considered to maximise teaching time. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe handover 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. | y | <ul style="list-style-type: none"> • Wider drop off and pick up time (as per Autumn term) used to allow for social distancing. SLT on gate to ensure steady flow of adults. 8.40am – 9am, 3am-3.20am • 1 main entrance used for school, separate for nursery, ensuring 1-way system around site. Each class has own door, and clearly marked social distanced queuing available. Year 1 corner highlighted as pinch point was cleared Autumn term. | 1 x 3 =3 Low |

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| | | <ul style="list-style-type: none"> • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). | | <ul style="list-style-type: none"> • SLT meeting on gates to deal with any issues, alleviates need for parent to speak to teacher at drop off, to ensure no queue forming. • DSL focus on all children with any anxieties / issues using the emotions pegs. | |
| Daily attendance registers for new cohorts are not in place | | <ul style="list-style-type: none"> • 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 <u>separate guidance</u> on recording attendance. • <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u> | y | <ul style="list-style-type: none"> • Teachers will complete SIMS registers as normal, and Learning Mentor will follow up on any absences. • Office Manager completes DfE submissions (if applicable) • Head Teacher reports any urgent issues to governors weekly, and more in depth reporting at FGB | 1 x 1 = Low |
| Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19 | | <ul style="list-style-type: none"> • 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 <u>flowchart from Public Health</u> • Ensure contact details of families are up to date. | y | <ul style="list-style-type: none"> • School has been open throughout last 12m and all staff aware of responsibilities if child show symptoms. | 1 x 1 = low |

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| | | | | <ul style="list-style-type: none"> Flowchart available in office. Office staff will liaise with parents. | |
| Resumption of day visits | | <ul style="list-style-type: none"> Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely See further guidance if planning for domestic residential educational visits (in accordance with roadmap: annex C – further guidance on domestic residential educational visits. | y | <ul style="list-style-type: none"> Educational visits to start from June 2021, under strict COVID secure guidelines, and in secure year group bubbles. No parent or external volunteers. Risk Assessments completed for all trips. Trips organised: <ul style="list-style-type: none"> Cadbury World – June Ackers outdoors activities – July St Leonards Church July | n/a |
| 5. Provision for meals and FSM | | | | | |
| Pupils eligible for free school meals do not continue to receive vouchers | | <ul style="list-style-type: none"> 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. | y | <ul style="list-style-type: none"> School has close links with New Starts who provide food parcels, same day for referrals. Free school meal vouchers will | 1 x 1 = 1 Low |

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| | | <ul style="list-style-type: none"> FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. | | <p>continue using WONDE online, for any child isolating for more than 1 week. Sent instantly to parents' email.</p> | |
| <p>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</p> | | <ul style="list-style-type: none"> 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. However, it remains important to continue to minimize mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person. Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. Offer services on rotational basis. Consideration of use of space for food preparation and consumption. Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing. Collaborate with other schools where there are arrangements in place. Seek support from LA and other voluntary agencies. | y | <ul style="list-style-type: none"> Breakfast club will not be open Bagel and toast will continue to be offered to all children in their class bubble, on arrival to school. This ensures all children have something to eat before starting lessons. No after school Clubs to run at present. To be reviewed in September, to offer to year group bubbles. | <p>1 x 1 = low Not running</p> |

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| Meals are not available for all children in school | | <ul style="list-style-type: none"> • 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. • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing. • Consider lunchtimes in the classroom for younger year groups. • Usual considerations in place for dietary requirements. | y | <ul style="list-style-type: none"> • Hot meal provided to all children. Menu reduced to allow eating in classrooms, but nutritional standards kept. • Those with specific requirements have alternative arrangements of school made packed lunch. • All lunches and breakfast offering prepared by inhouse catering team who are aware of hygiene standards. TA and LTS collect food to ensure catering staff are not mixing bubbles. • Additional cleaning at lunchtime between sessions. Cleaner doing additional hours to clean toilets and basins, foyer area and touch points. This will continue for remainder of academic year and | 1 x 1 = 1 Low |

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| | | | | be reviewed at that point. | |
| 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 | | <ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to <u>an addendum for the BCC Model Safeguarding Policy</u> to be used. | y | <ul style="list-style-type: none"> Safeguarding policy updated September 2020 and remains valid. Part time learning mentor increased hours to full time (now 2 full time learning mentors) to meet the needs of the children and families. Safeguarding training for all staff and governors Autumn 2020. Plus all new starters. Training annually, due September 2021. My concern (secure online database) to be continued to be used for quick reporting of concerns to DSL. 3 x DSL completed refresher training January 2021. Emotions peg to be continued to be | 1 x 4 = 4 Low |

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| | | | | used when children arrive. Learning mentor follows up directly with children by mid-morning on the same day. <ul style="list-style-type: none"> • DSL present on school every day. | |
| High risk of increased disclosures from returning pupils | | <ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. • 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. | y | <ul style="list-style-type: none"> • DSL present at school every day, and out of class for immediate response. • Attendance monitored and regular contact by DSL daily. • DSL aware of all support available and good contacts through Social workers. | 1 x 4 = 4 Low |
| Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school | | <ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as '<u>You've Been Missed</u>' 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 | y | <ul style="list-style-type: none"> • Pupil wellbeing will continue, led by Year 1 teacher and SLT. • Open door policy for staff to access support and raise concerns. • Occupational health available via BCC. • Wellbeing dealt with on arrival by continuing to use the emotions pegs | 1 x 2 = Low |

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| | | <p>possible. The DfE's 'every interaction matters' webinar can help with offering pastoral support for wellbeing.</p> <ul style="list-style-type: none"> 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. | | <p>for each child to have a voice.</p> | |
| 7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting | | | | | |
| <p>Pupils' behaviour on return to school does not comply with social distancing guidance</p> | | <ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice. Staff model social distancing consistently. The movement of pupils around the school is minimised. Break times and lunch times are structured and closely supervised. Large gatherings are avoided. 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 reintegration and re-engagement with support for pupils to do so. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents to reinforce the importance of and exhibit social distancing. | y | <ul style="list-style-type: none"> Behaviour during lockdown and prior opening in Autumn term continue to follow policy. At least 1 x SLT staff present on site each day to deal with any issues. Teaching staff know the children and aware of trigger points Social distancing will be carried out between bubbles, but not 100% within bubbles. Reduce risk where possible. Pupils leave classrooms for lunch (KS1), PE or outdoor play. | <p>2 x 3 = 6 Medium</p> |

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| | | | | <ul style="list-style-type: none"> Any late children enter front office and go straight to their class bubble. SLT available on gate to remind parents to follow social distancing. | |
| 8. Curriculum priorities including any approaches to 'catch up' support | | | | | |
| <p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p> | | <ul style="list-style-type: none"> Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released. 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 | y | <ul style="list-style-type: none"> Remote learning packs (hard copies) returned and can be used to assess level of learning at home. Teachers assessed gaps w/c 8th March and used for planning interventions. Pupil Progress meetings now taking place and reviewed with SLT. No SATS or phonics tests Summer term allowing for more time to reduce gap. 1 TA in class to continue to support teacher and ensure intervention groups can continue. | <p>1 x 1= 1 Low</p> |

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| | | <ul style="list-style-type: none"> • 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 Education Endowment Foundation. • 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. • Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble. | | | |
| School unable to meet full provision required in line with EHCP | | <ul style="list-style-type: none"> • Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. | y | <ul style="list-style-type: none"> • All children with EHCP have additional TA support in school. 2 x children reception | 1 x 1 = 1 Low |

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| | | <ul style="list-style-type: none"> 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. | | <p>age are in nursery (as pre-agreed with parents) with 2 TA and teacher to support needs. 1 x EHCP in year 1 has 1-1 support.</p> <ul style="list-style-type: none"> 1 TA in all classes to support within with any other additional needs. 9 children have SSP top up funding. 2 children in reception have 1-1 support funded by SSP. | |
| 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 | | <ul style="list-style-type: none"> Access BEP offer for online resources. NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school. Review online offer for pupils that are unable to attend school. Learning offer for pupils unable to access online resources. Access Early Help Hub support for those pupils affected by ICT poverty. Differentiate offer for eligible children that can't attend school to support future transition. 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. | y | <ul style="list-style-type: none"> School subscribes to BEP. If any child unable to come to school, review on individual basis. Home learning will be provided, as per lockdown, which was differentiated for child's levels. | 1 x 1 = 1 Low |
| Pupils moving on to the next phase in their education are | | <ul style="list-style-type: none"> 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. | y | <ul style="list-style-type: none"> Reaside providing virtual videos for our Year 2 leavers. | 3 x 1 = 3 Low |

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| ill-prepared for transition | | <ul style="list-style-type: none"> • 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 providers) • 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 • Include a Frequently Asked Questions section on the school website. • Personal video profiles of staff 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. | | <p>Introducing their teachers.</p> <ul style="list-style-type: none"> • Phonecalls to all new reception and nursery children. • Handbook with photos of staff and classroom sent out to all new families. • Open door policy for any questions via phone or email. • Virtual tour of class for reception and nursery, and a meet the teacher video. • Online presentation by EY lead for parents. | |
| 9. Content and timing of staff communications | | | | | |
| Staffing levels can't be maintained | | <ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff. | y | <ul style="list-style-type: none"> • See section 1 on staff isolating. | 2 x 1 = low |

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| | | <ul style="list-style-type: none"> • 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 <u>extra mental health support for pupils and teachers</u> 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. | | <ul style="list-style-type: none"> • SLT out of class can cover emergency needs. • Governors kept up to date with any staffing issues from weekly update from Head teacher. • Kitchen staff isolating June – covered by office staff (breakfast) and Catering cover. Sandwich lunches provided to keep lunch provision simple in emergency situation, and ensure all dietary requirements can be met. • Bursar completed Level 2 Hygiene to cover breakfast provision. | |
| Identify staff unable to return to school | | <ul style="list-style-type: none"> • 0 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 <u>wellbeing and mental health support</u> for maintained schools. • | y | All staff now in school as at June 2021. | 1 x 1 = 1 Low |
| Staff are insufficiently briefed on expectations | | <ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. • Flexible working patterns and arrangements if appropriate | y | <ul style="list-style-type: none"> • Continuation of procedures from Autumn term. • Staff meetings to be held in hall | 1 x 1 = 1 Low |

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| | | <ul style="list-style-type: none"> • 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/bubble lockdown. | | (social distance) or zoom | |
| 10. Protective measures and hygiene | | | | | |
| Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times | | <ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school. • 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 <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils | y | <ul style="list-style-type: none"> • Movement around school reduced as only lunchtime and PE in hall. Each classroom accesses outside via its own fire door. • All staff wear mask / visor when moving around school, entering different bubbles, and in communal areas. • Pupils taught in classrooms or dedicated small group areas • Toilets shared in year groups. No cross over to other bubbles • Nursery remain in their classroom and outdoor area, with own toilets. • Supervision at lunchtime by LTS | 1 x 3 = 3 Low |

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| | | <p>should not be shared. Clean frequently touched surfaces regularly.</p> <ul style="list-style-type: none"> • Ensure face coverings are used by staff/pupils/visitors in those circumstances recommended in DfE /Govt guidance. | | <p>and TA. This will ensure bubbles maintained.</p> <ul style="list-style-type: none"> • Prayer corners in each classroom. • Hand washing as standard before lunch, | |
| <p>Individuals (staff, visitors, secondary school pupils) are exempt from wearing face coverings.</p> <p><i>(Note: Face coverings are largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection (COVID-19).</i></p> | | <p>some people are less able to wear face coverings and the reasons for this may not be visible to others.</p> <ul style="list-style-type: none"> • Ensure that other measures to limit risk are in place e.g. social distancing, cleaning, handwashing. • Consider will an individual exempt from wearing a face covering be required to undertake activities with a person(s) who has identified as being clinically vulnerable or feel they may be at increased risk. • Consider the activities undertaken by individuals exempt from wearing face coverings e.g. a member of staff who is also a first aider. <p>Consider the use of transparent face coverings – these may assist communication with someone who relies on lip reading etc.</p> | | <ul style="list-style-type: none"> • Social distancing continues as per Autumn term • If the adult is exempt from wearing a face covering, individual risk assessment to mitigate risks. This includes activities completed in school. • Visors are available for other staff members if visitor relies on lip reading. | <p>1 x 2 = 2 Low</p> |
| <p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p> | | <ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. • Reducing clutter and removing difficult to clean items can make cleaning easier. | y | <ul style="list-style-type: none"> • Classes large enough to allow reconfiguration in KS1 for forward facing tables. • EY classrooms rearranged Autumn term to minimise pinch points, but cannot guarantee 100% social | <p>1 x 3 = 3 Low</p> |

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| | | | | distancing within class bubble. <ul style="list-style-type: none"> • Timetabled resources (eg iPad) to ensure no cross contamination. • Outdoor Sports equipment , including trim trail on class weekly rota, to allow roosting over weekend. • Clear screens available for TA to use when using Clover style tables or running interventions. | |
| Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines | | <ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. | y | <ul style="list-style-type: none"> • Staff room is limited to refreshments and heating food. Not to be used for eating lunch. Spare classes allocated to year group staff. • Face mask to be worn in staff room • Meeting room can be used for school nurses, with entrance and exit doors. | 1 x 3 = 3 Low |
| Queues for toilets and handwashing risk non-compliance | | <ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. | y | <ul style="list-style-type: none"> • EY toilets monitored by TA to ensure appropriate hand washing. | 2 x 2 = Low |

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| <p>with social distancing measures</p> | | <ul style="list-style-type: none"> • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. • Floor markings are in place to promote social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • 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. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. | | <ul style="list-style-type: none"> • Children continue to use hand towels rather than driers as per guidelines. • Staff capable of avoiding queue • If any visitors in (contractors, or for safeguarding meeting), we will dedicate first staff toilet, which can be cleaned • Additional cleaning at lunchtime for all toilets. • Hand sanitiser to be used at reception area for any staff, visitors, parent, late child. • All children wash hands on entering school. Hand gel is available in all areas for additional sanitisation. • Hand gel by photocopyers to be used before use. • Lidded pedal bins in all classrooms and emptied daily. • BSS stocks up handwash, paper towels, gel, daily. | |
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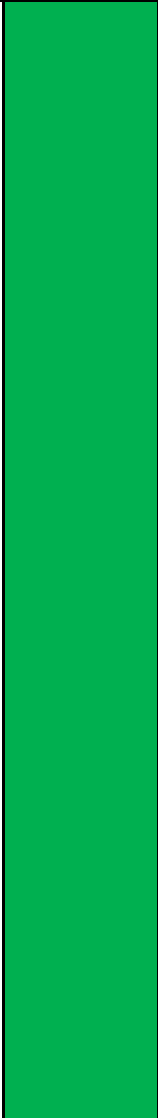
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| Impact of any new variants of the virus on the day to day running of the school | | <ul style="list-style-type: none"> The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 | y | <ul style="list-style-type: none"> Local outbreak in B45 did not change how we controlled measures in school. Worked with Public health. All staff completed PCR test. 100% negative. This was in addition to home testing LFT. | 1 x 4 = 4 Low |
| 11. 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 an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required | | <ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. Enhanced 'deep clean' prior to the wider opening of the school. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. More frequent cleaning of rooms / shared areas that are used by different groups. Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient cleaning capacity. | y | <ul style="list-style-type: none"> Additional cleaning to continue until end Academic year. This has been in place since March 2020. Increased cleaning hours to include lunchtime clean of toilets, foyer and touch points. LTS clean classrooms down when children go out to lunch. Cleaning stations available in all classrooms to allow staff to clean down when required. | 1 x 1 = 1 Loq |
| Procedures are not in place for Covid-19 clean following a suspected or | | <ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance | y | <ul style="list-style-type: none"> In house cleaning so staff aware of all school guidelines and can quickly | 1 x 2 = 2 Low |

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| confirmed case at school | | <ul style="list-style-type: none"> 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 2m from the child cannot be maintained. | | adapt to any chances. <ul style="list-style-type: none"> If a child isolates, cleaner deep cleans room as soon as possible. Full PPE available. Flowchart in office. | |
| 12. Enhanced hygiene practices and arrangements for shared items | | | | | |
| Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established | | <ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. | y | <ul style="list-style-type: none"> Handwash and sanitiser stock monitored by BSS. Plenty of stock in place to cover year end ordering restrictions. Stock kept securely in locked cleaning cupboards. EYFS children are supervised for hand washing. Most suppliers offer next day delivery for urgent items. Pupils are not requested to wear masks. | $1 \times 1 = 1$ Low |
| Inadequate supplies and resources mean that shared items are | | <ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff | y | <ul style="list-style-type: none"> Take home books are returned back to the class bubble and roosted 2 days | $1 \times 3 = 3$ Low |

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| <p>not cleaned after each use</p> | | <ul style="list-style-type: none"> • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts. • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products. • The governing board finance committee is aware of any additional financial commitments. | | <p>before putting back on shelf.</p> <ul style="list-style-type: none"> • Children have own pencil case for personal use and sharing of items limited to within class bubbles. • Each class has cleaning station if need to clean down items after use. • Sports equipment not shared over bubbles, and outdoor equipment on weekly rota. • Separate line on cost centre for COVID related costs. Unable to claim any back as surplus budget predicted at year end. | |
| 13. School level response for symptomatic or ill pupils or staff members | | | | | |
| <p>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</p> | | <ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. | y | <ul style="list-style-type: none"> • Parent handbook given in 2020 included guidelines, and reminder sent on reopening letter 26 February 2021. • Flow chart available in office for staff to | <p>1 x 4 = 4 Low</p> |

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| <p>there be a confirmed case of COVID-19 in the school</p> | <ul style="list-style-type: none"> • 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 during the contact tracing phase of the response. • 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 kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing. • Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ • 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. <ul style="list-style-type: none"> ◦ <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</i> | <p>use if symptoms shown on a pupil.</p> <ul style="list-style-type: none"> • Office Manager liaises with PHE if any issues unclear. Advise followed in January for BSS positive case. • PPE stock available • Any changes to guideline are communicated to all staff, and then to parents / carers via the school app. Hard copy letter will be sent out if required as all children will be in school. • Staff will continue with twice weekly LFT at home. Reported to school and NHS track and trace. • Visitor declaration on signing in to school. Bursar is emailed straight away if declined. • Reporting of Injuries, Disease (RIDDOR) is completed by Office manager who liaises |  |
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| | | <p><i>specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i></p> <p><i>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).</i></p> | | with Birmingham Education Safety Services. | |
| Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place | | <ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised. For very young children there is a designated area available where a key person can 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. Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. | y | <ul style="list-style-type: none"> Medical area in corridor for day to day needs, with plenty of space for social distancing. Full PPE available if needed. Isolation room currently used by Bursar as office. To be vacated if child needs to isolate and Bursar returns to main office temporarily. This room has roof Velux window for ventilation and enough space for an adult to sit with child but be 2m apart. | 1 x 4 = 4 Low |
| 14. Plan for personal protective equipment for staff | | | | | |
| Provision of PPE for staff where required is not in line with | | <ul style="list-style-type: none"> Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more | y | <ul style="list-style-type: none"> Masks and or visors now mandatory to be worn by all staff | 1 x 1 =1 Low |

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| government guidelines | | <p>information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>.</p> <ul style="list-style-type: none"> • Sufficient PPE has been procured through normal stockist. • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. • Seek LA support for emergency PPE stock. • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. | | <p>moving around school, entering different bubble, communal areas, and outside during drop off and pick up.</p> <ul style="list-style-type: none"> • PPE available and full stock, including in isolation room and by medical area. • Full PPE advised for nappy changing in nursery. • Staff to ensure they maintain social distancing whilst moving around school. | |
| 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 | | <ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios. • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. • Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2-metre distance cannot be maintained • performing aerosol generating procedures (AGPs). | y | <ul style="list-style-type: none"> • See above. | 1 x 1 = 1 Low |
| 15. Managing premises related issues | | | | | |

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| <p>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</p> | | <ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works and associated risk assessments. • Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building. | y | <ul style="list-style-type: none"> • No works due. • Any emergency work is booked in through Bursar. • Statutory testing continued throughout lockdowns. • Fire Risk Assessment, sports equipment, PAT testing Statutory testing deferred to Summer term. All completed in Easter holiday or TED day June 2021. | <p>1 x 1 = 1 Low</p> |
| <p>Fire procedures are not appropriate to cover new arrangements</p> | | <ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Changes to numbers of pupils/staff ○ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes ○ Social distancing rules during evacuation and at muster points | y | <ul style="list-style-type: none"> • Fire procedures updated during partial opening, in line with lockdown procedures. All staff involved in drill / walk through to ensure fully aware | <p>1 x 1 = 1 Low</p> |

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| | | <ul style="list-style-type: none"> ○ Possible need for additional muster point(s) to enable social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan. | | <ul style="list-style-type: none"> and to update any issues. Fire Policy updated in line with recommendations. • Muster points to continue as queue in class bubbles and socially distanced. • Fire drills completed 25th March 2021 and 28th May 2021 | |
| Fire evacuation drills - unable to apply social distancing effectively | | <ul style="list-style-type: none"> • Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required. | y | See above | 1 x 1 = 1 Low |
| Fire marshals absent due to self-isolation | | <ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required. | y | <ul style="list-style-type: none"> • Fire marshals have attended school throughout. Completed refresher training May 2021 • Online emergency training available if need to cover any isolation periods. | 1 x 2 = 2 Low |
| Statutory compliance has not been completed due to the availability of contractors during lockdown | | <ul style="list-style-type: none"> • All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. 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 | y | <ul style="list-style-type: none"> • All statutory testing has been completed during lockdowns as school has been open. • FRA, PAT testing, Sports equipment that involves engineer moving around most of school, deferred to | 1 x 1 = 1 Low |

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| | | <ul style="list-style-type: none"> LA support is in place. | | Summer term. Now Completed | |
| The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty | | <ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. NS/NC are aware of financial support available to support sustainability | y | <ul style="list-style-type: none"> Additional costs for 20/21 tracked as separate line in cost centre. Full notes to accompany. Monitored by governors throughout financial year. No financial support as surplus balance at year end. | 2 x 1 = Low |

16. Impact on staff and pupils with protected characteristics and adapting your approach
Considerations

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

- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

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

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| Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff | | <ul style="list-style-type: none"> • An equality impact assessment is undertaken for the school's staff and pupils. • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. • Seek advice from Occupational Health Service if required. | y | <ul style="list-style-type: none"> • Equality impact assessment completed March 2020 and has not changed. • All staff risk assessed. • 2 x BAME staff members (1 x teacher, 1 x LTS) who have been attending throughout lockdown. • Took additional advice for B45 strain, but was not applicable. • 2 x critically vulnerable staff returned to work after Easter, in line with government guidelines. • 1 x pregnant teacher over 28 weeks working from home as advised to shield. Now on Maternity leave. | 1 x3 = 3 Low |
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| Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus and the new variants | | <ul style="list-style-type: none"> No. of BAME staff No. of BAME staff assessed as clinically extremely vulnerable and required to remain at home No. of BAME staff able to return but requiring additional support Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff. | y | <ul style="list-style-type: none"> 2 x BAME staff members (1 x teacher, 1 x LTS) who have been attending throughout lockdown. Open door policy if staff have any concerns. Staff meeting held on plans for full reopening. To continue the success of the plans in place (with tweaks) from Autumn and Spring term. No issue known from any staff concerned about full reopening. | 1 x 2 = 2 Low |
| Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to | | <ul style="list-style-type: none"> No of BAME pupils No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home No of BAME pupils able to return but requiring additional support There are enough numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about | y | <ul style="list-style-type: none"> 71 pupils in school and nursery on roll BAME. No pupils advised to be clinically extremely vulnerable and needing to shield. | 1 x 2 = 2 Low |

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| coronavirus and the new variants | | attending school. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. <ul style="list-style-type: none"> Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils. Resources/websites to support parent and pupil anxiety are provided. Signpost parent/carers to published risk assessment. | | <ul style="list-style-type: none"> All Teachers and TAs know the children and can react to any wellbeing needs. SLT on gate to deal with any issues or anxieties from parents. Risk Assessment will be available on the school website. | |
| Parents do not follow advice on social distancing when visiting the school | | <ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings. Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>. | y | <ul style="list-style-type: none"> 1-way system and social distancing in place as per full reopening and lockdowns. Parents have followed procedures throughout. All parents required to wear a face mask on site. All visitors to be pre-booked with school and health declaration signed via signing in system. | $1 \times 4 = 4$ Low |
| 17. Working with other school-based provision | | | | | |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, | | <ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. | y | <ul style="list-style-type: none"> All policies up to date. Fire policy adapted following fire drill | $1 \times 1 = 1$ Low |

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| attendance and other policies are no longer fit for purpose in the current circumstances | | <ul style="list-style-type: none"> • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. | | walkthrough with all staff 2020. <ul style="list-style-type: none"> • Appendix added to Safeguarding policy, and BCC model policy adopted. | |
| Risks are not comprehensively assessed in every area of the school | | <ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ Different areas of the school including any Early Years and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used | y | <ul style="list-style-type: none"> • Risk assessment completed in readiness for Autumn term 2020. no changes. | 1 x 4= 4 Low |

18. Home to School Transport

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

Keys points include:

- 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.

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| Consideration whilst using public transport | | <ul style="list-style-type: none"> School should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. People aged 11 and over must 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 here. Pupils should not board home to school transport if they, or a member of their household, has 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. | y | <ul style="list-style-type: none"> Parents know of guidelines for use of public transport. | 1 x 1 = 1 Low |
| Pick up and drop off times | | <ul style="list-style-type: none"> Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. 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. Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours. 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. Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. There are options such as parking safely and considerately in the local area and walk the | y | <ul style="list-style-type: none"> Pick up and drop up times soft opening to spread the footfall over a longer period. Parents fully aware of timings, SLT at gate to maintain flow around 1-way system. One parent / carer per child to reduce footfall Floor spray used to mark 1-way system and queuing for each class room door. | 1 x 2 = 2 Low |

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| | | <p>rest of the journey. However, the most effective way of alleviating congestion at the school gate is to encourage people to leave the car at home and to walk, cycle and take public transport to school.</p> <ul style="list-style-type: none"> • • 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. • 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. • 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. • Additional cleaning of designated school transport. | | <ul style="list-style-type: none"> • No designated school transport. | |
| Children arriving late as a result of journey to school | | <ul style="list-style-type: none"> • Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> • Ensure that transport arrangements cater for any changes to start and finish times. • 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. | y | <ul style="list-style-type: none"> • Any child arriving late enters via main reception for office staff to remind parents of need for arriving on time. • Social distance queue system and 1 family per time into foyer areas. • Families are encouraged to walk to school to reduce number of cars, and reduce risk of | 2 x 1 = 2 Low |

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| | | <ul style="list-style-type: none"> • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • 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. • | | <p>delayed public transport.</p> | |
| Transport capacity for pupils (with EHCP) attending special schools and resource bases is insufficient | | <ul style="list-style-type: none"> • Schools' individual requirements are discussed with <u>Home to School Transport</u> 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. . | y | <ul style="list-style-type: none"> • n/a | n/a |
| Travel anxiety for new starters to secondary school | | <ul style="list-style-type: none"> • 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. <u>All are available via this link.</u> | y | n/a | n/a |

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| | | <ul style="list-style-type: none"> 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> | | | |
| 19. Contingency planning for local or national lockdown | | | | | |
| No plan in place if an outbreak or lockdown should occur | | <ul style="list-style-type: none"> 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/bubble lockdown or outbreak. Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). Preparation for learning continuity in the event of local or bubble lockdown <ul style="list-style-type: none"> Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable- Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND.</u> Information and <u>guidance</u> 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 | y | <ul style="list-style-type: none"> Business Recovery Plan updated and available on server if required. If local or national lockdown will revert to lockdown procedures and Risk assessment January 2021. School will remain open for vulnerable and keyworker children, Assistant head to managing remote learning. Pack is ready for any | 2 x 1 = 2 Low |

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| | | date of return. Implement an individual risk assessment if appropriate. | | year group if required. | |
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| 20. Coronavirus (COVID-19) asymptomatic testing in schools | | | | | |
| No plans for rapid testing using Lateral Flow Devices (LFD)s in place thus hindering the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. | | <ul style="list-style-type: none"> 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 at an on-site ATS from 8 March Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. 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). 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 should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public | | <ul style="list-style-type: none"> LFD to continue for all staff, including long term agency. As per lockdown. Reporting of this to school and the Government website. | |

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| | | <p>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.</p> <ul style="list-style-type: none"> 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. | | | |
| 20.1 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 | | <ul style="list-style-type: none"> Where it is appropriate to do so, plans are in place for to offer pupils and students aged 11 and above (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 For pupils and students of secondary school age who are in attendance, the most appropriate way for them to access twice weekly testing from 8 March 2021 has been agreed with them and their families Arrangements are in place for pupils to have their first 3 tests on-site via the setting's Asymptomatic Testing Site (ATS) before they begin doing them at home. In circumstances where a pupil or student would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS first), where this is appropriate for the pupil or student. | | <ul style="list-style-type: none"> N/a | N/A |

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| | | <ul style="list-style-type: none"> • 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. | | | |
| 20.2 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 | | <ul style="list-style-type: none"> • Staff working on a setting's site should be offered LFD tests. This includes: <ul style="list-style-type: none"> ○ teachers ○ teaching assistants ○ clinical staff employed by the school ○ those providing on-site wraparound childcare ○ other support staff (including therapists) ○ those involved in cleaning testing sites • Settings can offer others testing too, for example, school nurses or drivers or escorts, liaising as appropriate with both the individuals and their employers to check if they have separate arrangements for regular testing. | | <ul style="list-style-type: none"> • n/a | n/a |

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| There are no clear plans for visiting professionals and peripatetic staff in a mainstream setting | | <ul style="list-style-type: none"> • 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 Process is in place to confirm the visiting professionals have tested negative using an LFD test. In the event of any visiting professional is not willing to take the test, school have checked that the visitor is not displaying any symptoms or have been in close contact with a positive case in the last 2 days. | | Long term external teachers (Aspire Sports and Music) to complete a LFD on arrival each day. | 1 x 3 = 3Low |
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