![Birmingham City Council logo]

RISK Assessment Tool (V2) 09/07/2020

Introduction

The government plan is for the ~~phased return of some children to school from the week commencing 1 June~~full return of all pupils from September 2020: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

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

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

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

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

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

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

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

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.
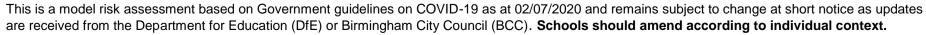
RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	**4**	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	**2**	**3**	**4**
		SEVERITY (OUTCOME)			

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating

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Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: **Slips, trips and falls** *There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.*	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.* • *Signage available.* • *Cleaners have received training.* • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* • *Undertake specific risk assessment on snow and ice.* • *Remove all trailing cables in admin office.*	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	**3x1=3 Low**

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

| **Links to DfE Guidance**

As new guidance is produced weekly, please refer to **www.gov.uk** for updates

Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments

https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak

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

https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings

https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term

https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers |

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	https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers
	https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (added in v2)
	Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)
	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2)
Governance and other resources	As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk
	Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk
	Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)
	ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus
	HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm
	NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/

Version No.	**Page -** Edits	**Published**
1	**Original**	**07/07/2020**

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Version No.	Page - Edits	Published
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance can be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	08/07/2020

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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 likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers		• Planning for full attendance of all year groups • Phased return arrangements in place for year groups / pupils • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • 0 number of children remain shielded at home • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace	No Yes Yes Yes No No Yes	Phased restart to facilitate all pupils back by end of September. Half classes first two weeks.7 14/09/20: Reception + Yr6 21/09/20: Above + Yr5 & 2 28/09/20: all pupils back	3 x3 = 9
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*		• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2 year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve.	Yes Yes Yes Yes Yes	All those required have returned. Changes made to TA deployment in KS2. See new staffing structure	4 x 2= 8

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		• Contingency planning with LA is in place and additional resource identified • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance	No Yes		
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		• Review in-year school admissions expectation with key admission staff. • 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. (added in v2) • XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	Yes Yes Yes Yes Yes		2 x 1= 2
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		• Review EEE termly admissions process • Funding questions are emailed to NEF@Birmingham.gov.uk (added in v2) • 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.	Yes Yes Yes Yes Yes		3 x 2= 6

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2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group		• SLT and site management team meeting to review school site and specify entry/exit points and classroom use	Yes	Pupils to follow rules	3 x 2= 6
		• 410 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble'	Yes		
		• 16 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks	Yes		
		• Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks).	Yes	Rooms and equipment deep cleaned.	
		• 0 of unused classrooms that could be utilised	Yes		
		• In NS/NC where additional space is identified for accommodating 2 year olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process.	No		
		• Engagement of appropriate services for families not engaging	Yes	Malachi support for individuals provided	
		• Curriculum leads in school meet regularly to review impact of plan	Yes	Curric leads met SLT 7th &8th July 2020	
		• NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2)	No		
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces.	Yes	Sent out to parents via Friday Flyer.	
		• Classroom size and numbers reviewed through daily planning.	Yes	Split playtimes already in action. Lunch to be eaten in classrooms.	
		• Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing.	Yes		

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		• Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • In EYFS handwashing supervision is in place. (added in v2) • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups.	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	In place since school reopened. Already in place. Staggered phase introduction to school as normal for Reception pupils. Packed lunches for all up till half term in classrooms.	2 x 2= 4
There is a need for additional space to allow for curriculum to be fully delivered		• Identify available large spaces and appropriate timetabling e,g, dining areas, halls, studios, particularly in outdoor areas. • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing	Yes Yes Yes Yes	When dropping off and collecting, all adults to stay to the left and only one parent with child/ren. Phased introduction as per usual.	2 x 2= 4

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3.　Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.	Yes	All relevant info shared through weekly Friday Flyer & on website.	
		• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils	Yes		2 x 3= 6
		• Parent and pupil handbooks created reflecting changes to usual school policy	No	Website	
		• Advice is made available to parents on arrangements testing for COVID-19	Yes		
		• Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods	Yes	Sent out in letter to parents last week of summer term	
		• NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc	No	Staff not changing pupils	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.	Yes	See above	
		• Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy	Yes	Same measure as per June reopening.	2 x 1= 2
		• Ensure contact details of families are up to date.	Yes		

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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		• Request daily changes of clothes where possible to reduce the risk of infection • Refer to school's hygiene policies • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk • NS/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.	Yes Yes Yes Yes Yes Yes Yes No	Child sent home + Malachi family support. Parents collect child and take home.	2 x 2= 4
4. The school day **This section should be considered in conjunction with** https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines		• Start and departure times are staggered. • 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. • Floor markings are visible where it is necessary to manage	Yes Yes Yes Yes Yes Yes	All parents to walk on the left in shared spaces.	2 x 3= 6

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		any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.	 Yes Yes	Phased re-opening to school. EYFS to have their staggered start to the school year as usual.	
Daily attendance registers for new cohorts are not in place		• Class Teacher responsible for completion of school daily attendance registers • ANS responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body	Yes NA Yes	HT reports to Governors in termly report as usual.	1 x 1 = 1
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date.	Yes Yes Yes	Through Friday Flyer & translation provide by PSA as appropriate. Same procedure as June re-opening.	3 x 2= 6
**5. Provision for meals and FSM.** **Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools**

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Pupils eligible for free school meals do not continue to receive vouchers		• FSM Voucher scheme is continued • Issues with food poverty to be addressed through application to Early Help Hubs	Yes Yes	Edenred summer vouchers uploaded beginning of July.	1 x 1= <mark>1</mark>
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies	Yes N Yes Yes No No	No breakfast or after school clubs. Packed lunches for all pupils entitled to them. Electronic News Letter	1 x 1= <mark>1</mark>
Meals are not available for all children in school		• 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 • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements	Yes Yes Yes Yes Yes Yes Yes Yes	Packed lunches made for FSM and Universal (KS1) and consumed in classrooms. No agency staff to work in kitchen.	3 x 1= <mark>3</mark>
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as					

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	**more children return to school including those with problems accessing online offer** **Consider alongside:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19		• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.	Yes Yes Yes Yes Yes Yes	Staff to receive yearly update in September. Changes made for June re-opening still apply. Beginning Autumn term.	4 x 1= 4
High risk of increased disclosures from returning pupils		• 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 parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team	Yes Yes Yes Yes Yes	Staff told (10.07.2020.) build time into working day to promote pupils well-being and "time to talk" opportunities.	4 x 1= 4

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Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school		• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.	Yes	As above.	3 x 2= 6
		• 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.	Yes	Including Malachi.	
		• Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.	Yes	Will be given further CPD once sourced and safe to deliver.	
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance		• 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.	Yes		4 x 1= 4
		• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice	Yes		
		• Staff model social distancing consistently.	Yes		
		• The movement of pupils around the school is minimised.	Yes		
		• Large gatherings are avoided.	Yes		
		• Break times and lunch times are structured and closely supervised.	Yes	Plan for lunch and play time to be staggered.	
		• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.	Yes	Will form part of weekly safeguarding meetings.	
		• Senior leaders monitor areas where there are breaches of	Yes		

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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
		social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing.	Yes	As above.	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened		• Gaps in learning are assessed and addressed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered where appropriate • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school	Yes Yes Yes Yes Yes Yes	Catch up plan for English and Maths delivered first half of Autumn term. Changes to TA deployment in KS2.	4 x 1= 4
School unable to meet full provision required in line with EHCP		• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service	Yes Yes Yes Yes	SENCO already been in contact with parents and external agencies.	1 x 1= 1

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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
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school		• Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition	Yes Yes Yes Yes Yes Yes	ANS in regular contact with VR. Work sent home as appropriate.	1 x 1= <mark>1</mark>
Pupils moving on to the next phase in their education are ill-prepared for transition		• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Yes Yes Yes Yes Yes	Pupils will start in new class from beginning of year. Introduction process takes place as usual.	1 x 1= <mark>1</mark>
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained		• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school	Yes Yes	Cover capacity built into new staffing structure.	1 x 1= <mark>1</mark>

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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
		• Chair of responsible body kept informed throughout	Yes		
Identify staff unable to return to school		• 3 staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded	Yes Yes	Waiting for proof for 1 member of staff. ER consultant (BL) has advised school.	2 x 1= 2
Staff are insufficiently briefed on expectations		• Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Flexible working arrangements needed to support any changes to usual working patterns are agreed • 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	Yes Yes Yes Yes Yes	Weekly update Malachi contact distributed. CPD delivered in the hall to maintain social distancing measures.	3 x 2= 6

10. Protective measures and hygiene
This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

Area of concern to be addressed	Current risk rating	Control measures	In place?	Further action/ Comments	Final risk rating
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		• 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	Yes Yes Yes Yes Yes Yes	All classroom stocked with appropriate cleaning equipment More regular cleaning of toilets and door handles as June re-opening.	3 x 2= 6

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
are unable to or do not observe social distancing at break and lunch times		regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school	Yes Yes Yes Yes Yes Yes Yes	Arrows and signage in place as per June re-opening.	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		• 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 by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly.	Yes Yes Yes Yes Yes Yes	Furniture and layout of rooms has been modified to meet social distancing measures. All toys have been steam cleaned.	2 x 2= <mark>4</mark>
Staff rooms and offices do not allow for observation of social distancing guidelines		• 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.	Yes Yes	Staff have already experienced this since June.	2 x 1= <mark>2</mark>

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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
Queues for toilets and handwashing risk non-compliance with social distancing measures		• Queuing zones for toilets and hand washing have been established and are monitored. • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time. • 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. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	Pupils to be reminded of only child in the toilet at any given time. In place since June re-opening.	3 x 2= 6
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies						
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		• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • 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 cleaning of doorways, handles and corridor walls and other frequently touched surfaces	Yes Yes Yes	Currently taking place, cleaners back since June re-opening. Part of cleaning routine.	1 x 1= 1

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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
		• More frequent cleaning of rooms / shared areas that are used by different groups • Working hours for cleaning staff are increased in agreement with staff. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity	Yes Yes Yes Yes	Site manager already debriefed with cleaning team expectations.	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart • For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.	Yes Yes Yes Yes Yes Yes Yes	 Masks available on request.	2 x 1= 2
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established		• 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	Yes Yes Yes	Further stocks already on order. Class teachers to remind children daily	2 x 1= 2

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		supplies of soap, hand towels and sanitiser are maintained throughout the day			
		• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school.	Yes	Built into daily classroom routine.	
		• Reinforce 'catch it, kill it, bin it' message	Yes		
Inadequate supplies and resources mean that shared items are not cleaned after each use		• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff	Yes	E.g. PE kits worn to school on day of lesson.	
		• A plan is in place to clean resources which have been taken home.	Yes	Only book bag to go home and move between school and home.	
		• Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)	Yes		3 x 2= 6
		• 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	Yes		
		• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products	Yes	Already in place since re-opening. Shared with Governors at full meeting 13/07/2020.	
		• The governing board finance committee is aware of any additional financial commitments	Yes		
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures		• 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	Yes	Weekly Friday Flyer	

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(including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school		the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • *For maintained schools where the council is the employer of 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*	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Will form part of induction process In First Aid room with NS. School is signed up to government portal. ANS recently completed refresher duty holder training.	2 x 2= 4

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		have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.	Yes Yes Yes Yes	School First Aider (NS) first point of contact. ANS office space secondary site for holding till parents collect as per June re-opening.	2 x 1= 2
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines		• Government guidance on wearing PPE is understood and communicated • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under	Yes Yes Yes Yes Yes Yes	Staff to request mask and gloves as required. Measures have been successfully adhered to since June re-opening.	2 x 1= 2

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		1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance	Yes Yes		
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		• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines	Yes Yes Yes Yes	Same process and protocol since June re-opening.	1 x 2= <mark>2</mark>
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		• 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	NA Yes Yes Yes	In line with Government advice. Works / contractors organised to work outside of pupils operational hours.	1 x 1= <mark>1</mark>

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		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 in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). • Premises governing board committee is aware of planned works and associated risk assessments • Were BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building	Yes Yes Yes Yes		

Fire procedures are not appropriate to cover new arrangements		• Fire procedures have been reviewed and revised where required, due to:
		  o Reduced numbers of pupils/staff
		  o Possible absence of fire marshals
		  o Social distancing rules during evacuation and at muster points
		  o Possible need for additional muster point(s) to enable social distancing where possible
		• Staff, pupils and governors have been briefed on any new evacuation procedures.
		• Incident controller and fire marshals have been trained and briefed appropriately.
		• Fire drill arranged in line with Covid plan.
			Yes
			
			Yes
			
			Yes
			
			Yes
				Share with Staff in September who disseminate to pupils.	2 x1= 2

Fire evacuation drills - unable to apply		• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if	Yes	Line-up will be same place but spread	2 x 1= 2

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social distancing effectively		required		across pen & playground	
Fire marshals absent due to self-isolation		• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	Yes Yes	Fire marshals ANS / CJ / NA. Back up LA	2 x 1= 2
Statutory compliance has not been completed due to the availability of contractors during lockdown		• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. • LA support is in place	Yes NA NA	Conducted during June 2020.	1 x 1= 1
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability	Yes NA Yes NA Yes Yes	Separate Covid-19 cost centre set up. Information to be shared at full Governors 21/09/2020. Shared at finance June 2020.	1 x 1= 1
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					

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Considerations • Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. • There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. • In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes • The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. • Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. • If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. • It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding		• An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying	Yes Yes Yes Yes	Individual risk assessments for those who require it. Staff have provided GP or other medical	2 x 1= 2

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		health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.		evidence.	
		• 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.	Yes		
		• All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.	Yes		
		• Current government guidance is being applied.	Yes		
		• Consider advice from Public Health England regarding BAME staff in section above.	Yes		
		• Seek advice from Occupational Health Service	Yes		
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.		• No. of BAME staff	12		
		• No. of BAME staff risk assessed and requiring to remain shielded at home	12		2 x 1= <mark>2</mark>
		• No. of BAME staff able to return but requiring additional support	Yes	Malachi supervision offered to staff	
		• Staff are encouraged to focus on their wellbeing.	Yes		
		• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.	Yes	Staff well-being day provision to change from previous provision.	
		• Staff briefings and training have included content on wellbeing.	Yes		
		• Staff briefings/training on wellbeing are provided.	Yes		
		• Staff have been signposted to useful websites and resources.	Yes		

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Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus		• No of BAME pupils • No of BAME pupils risk assessed and requiring to remain shielded at home • No of BAME pupils able to return but requiring additional support • There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided.	332 11 SEN BAME Yes Yes Yes Yes	Almost whole community BAME! ANS & LA to lead. DSL's Through newsletter.	3 x 3= 9
Parents do not follow advice on social distancing when visiting the school		• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings	Yes Yes	School office / entrance already operates one adult at a time.	2 x 2= 4
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for		• 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. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base,	Yes Yes Yes	All relevant policies were amended ready for June re-opening.	3 x 1= 3

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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
purpose in the current circumstances		post 16 etc. • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.	Yes		

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  ○ Different areas of the school including any Early Years and Resource Base provision
		  ○ When pupils enter and leave school
		  ○ During movement around school
		  ○ During break and lunch times
		  ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	As per usual school policy and procedure.	3 x 1= 3

18. Home to School Transport

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

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

The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. **http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-**

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covid-19					

Pick up and drop off times		• As per <u>Government guidance</u>:
		   ➢ *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend*
		   ➢ *tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)*
		   ➢ *make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)*
		   ➢ *talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful*
		In addition:
		• Consider opening school gates earlier so parents can socially distance on the playground
		• Stagger start and finish times to ease pavement congestion
		• Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings
		• Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions
			Yes
			
			Yes
			
			Yes
			Yes
			
			Yes
					3 x 1= <mark>3</mark>

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		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.	Yes	Parents reminded to keep to the left always to ensure distancing.	

Children arriving late as a result of journey to school		• As per Government guidance:
		  ➢ **Children, young people and parents are encouraged to walk or cycle where possible**
		  ➢ *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers*
		  ➢ *ensure that transport arrangements cater for any changes to start and finish times*
		In addition:
		• Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.
		• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.
		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and 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
			Yes
			
			Yes
			
			Yes
			
			Yes
			
			Yes
				SLT to escort as appropriate.	3 x 1= 3

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		information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • **For further information and guidance regarding any of the above points see:** • **www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk**	Yes Yes	Already in place.	
Travel anxiety for new starters to secondary school		• West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: **Travelling Safely on bus** (social distancing) **Travelling Safely on Metro** (social distancing) **Getting through train stations** (social distancing)			

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