

## Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <a href="http://www.gov.uk">www.gov.uk</a> for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</a></p> <p><a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p>

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	<p><a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a></p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a> (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> (added in v2)</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</p>
<b>Governance and other resources</b>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff:  <a href="https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools">https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</a> (added in v3)</p> <p>Safeguarding policy addendum: <a href="https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum">https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</a> (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a> (added in v2)</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p>

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Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	<b>Original</b>	<b>07/07/2020</b>
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 of personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	<b>Dated 09/07/2020, Published 10/07/2020</b>
3	P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate	<b>17/07/2020</b>

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	<p>P17 where EHCP has been adapted in light of Covid-19 arrangements, review meetings needed with parents and regular support with services</p> <p>P19 Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders</p> <p>P20 use of resources with small group/bubbles to limit cross contamination</p> <p>P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing</p> <p>P21 allowance of sufficient time for pupils and staff to go to toilet (due to queuing system)</p> <p>P21 cleaning toilets and emptying bins in all breaks or transition periods</p> <p>P21 enhanced deep cleaning before opening of school</p> <p>P22 reference to daily (or more often) cleaning of touchpoints</p> <p>P22 cleaning toilets regularly</p> <p>P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment</p> <p>P27 absent fire marshals to be replaced with trained substitutes</p> <p>P28 Water system checks and actions to be undertaken prior to wider opening.</p> <p>P30 members of staff with children who cannot attend school are supported</p> <p>P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP</p> <p>P35 addition of section 19 ref contingency planning for local lockdown</p>	
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>Lack of certainty over returning numbers</b>	5	<ul style="list-style-type: none"> <li>Planning for full attendance of all year groups</li> <li>Phased return arrangements in place for year groups / pupils</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>0 number of children remain shielded at home</li> <li>Requests for support for vulnerable families sent through Early Help Hubs</li> <li>Any specialist equipment required is returned to school/additional equipment made available to support return</li> </ul>	Yes	Parent letter sent prior to return clarify schools strategic approach to the safe return (School Ping)  Phased return for EYFS over the course of the first two days.	3

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		<ul style="list-style-type: none"> <li>Home to school transport in place where required</li> <li>Readiness to implement Test and Trace</li> </ul>		Test from NHS have arrived.	
<b>Number of staff available is lower than that required to teach classes in school</b> ( <i>cross reference with risk assessment on staff health and wellbeing</i> )	6	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1<sup>st</sup> Aid (for under 2 year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc</li> <li><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>Contingency planning with LA is in place and additional resource identified</li> <li>Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> </ul>	Yes	Prior to opening a health update from staff will be required. The majority of staff will be expected in school. Any requiring an updated RA will be completed before term starts. Anyone shielding to provide medical evidence. Ensure members of admin team, leadership team, DSL 1st aiders are on premises daily. . Cover staff required in case of absence Create a balance of workload for people on site and those working at home. All staff have been	4

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				advised to take a covid-19 test if they have covid- 19 like symptoms	
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	6	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2)</li> <li>1 pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>	yes	Admin staff to be deployed to ensure this is carried out.  Plan for autistic child in Yr6 completed	4
<b>Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils</b>		<ul style="list-style-type: none"> <li>Review EEE termly admissions process</li> <li>Funding questions are emailed to <a href="mailto:NEF@Birmingham.gov.uk">NEF@Birmingham.gov.uk</a> (added in v2)</li> <li>Ensure key school contact and related resources in place</li> <li>Ensure parental declarations are completed and signed each term</li> <li>XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>		N/A as the school does not have a nursery.	
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					
<b>Plans are not in place to identify number of</b>	6	<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>30 maximum number of children and staff that can be</li> </ul>	Yes	Small single form entry school	4

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<b>classrooms and additional furniture or social distancing measures for each year group</b>		accommodated in school on any given day with a teacher per 'bubble' <ul style="list-style-type: none"> <li>• 1 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks</li> <li>• Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks).</li> <li>• 2 of unused classrooms that could be utilised</li> <li>• In NS/NC where additional space is identified for accommodating 2 year olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process.</li> <li>• Engagement of appropriate services for families not engaging</li> <li>• Curriculum leads in school meet regularly to review impact of plan</li> <li>• NS engage with NS Trust and Teaching Schools Alliance or the Early Years team <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a> (added in v2)</li> </ul>		<ul style="list-style-type: none"> <li>• pupils will be accommodated in with in 3 independent school bubbles for all school processes. No further access to other rooms permitted unless due to emergency.</li> </ul> <p>Staff personal possessions cleared out of classrooms. All surplus resources stored away. Additional furniture moved out of rooms. All classrooms need to have appropriate signage put up. required in school, All year groups will have front facing desks.</p> <ul style="list-style-type: none"> <li>• Each year group has it's own intervention space.</li> </ul>	

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<b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b>	6	<ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> <li>• In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.</li> <li>• In EYFS handwashing supervision is in place. (added in v2)</li> <li>• Consideration of staffing changes to cover absence.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups</li> <li>• Encourage use of outdoor space, weather dependent</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• Limit lunch menus as to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>• Consider lunchtimes in the classroom for younger year groups.</li> <li>• Staffing arrangements for lunchtime also need to be considered. (added in v3)</li> </ul>	Yes	<p>Assessment of site conclude placing pupils in one of 3 independent bubbles to be the most effective model to ensure safety of pupils along with effective curriculum delivery</p> <p>3 different start times, 3 different entry points, 3 different play times, 3 different lunch times, and 3 different after school provisions.</p> <ul style="list-style-type: none"> <li>• Pupils will be accommodated in specifically identified classrooms . No further access to other rooms permitted unless due to emergency.</li> </ul>	4
<b>There is a need for additional space to allow for curriculum</b>	6	<ul style="list-style-type: none"> <li>• Identify available large spaces and appropriate timetabling e.g, dining areas, halls, studios, particularly in outdoor areas.</li> <li>• Make arrangements for use of alternative sites with support from</li> </ul>	Yes	CPD session will all take with in the staff hall to support social	3

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to be fully delivered		the responsible body. Contact LA for support in risk assessing the use of and access to these sites before any implementation. <ul style="list-style-type: none"> <li>• Large gatherings and assemblies prohibited as per DfE guidance.</li> <li>• Design layout and arrangements in place to enable social distancing.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>		distancing. PPA will take place in teachers' classroom.	
<b>3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b>					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	6	<ul style="list-style-type: none"> <li>• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils.</li> <li>• Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>• Advice is made available to parents on arrangements testing for COVID-19</li> <li>• Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</li> <li>• NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc</li> <li>• For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> </ul>	yes	Comprehensive letter including DFE guidelines outlining symptoms and action required sent. Phone numbers and email address have been updated. Vast majority have access to School Ping (text message service) Parent information needs to be updated & prepared. Links to the DFE guidance to be shared via School Ping. The school's website to have designated page linked for covid-19 updates	3

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				Meeting with PTFA to support the sharing of critical messages.	
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	6	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	yes	Ensure all parents are registered with School Ping. Resend contact detail register for all year groups.	3
<b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b>	6	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection</li> <li>Refer to school's hygiene policies</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>Information about how to <u>connect families to local support is available here.</u></li> <li>NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection</li> <li>Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.</li> </ul>	yes	Confirm the return to normal school uniform policy. Confirm parents responsibility in disposing of masks that have been used on public transport to school.	3
<b>4. The school day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>The start and end of the school day</b>	6	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised;</li> </ul>	yes	Specific entry points and start times	3

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create risks of breaching social distancing guidelines		where possible each year group to enter through its own access point. <ul style="list-style-type: none"> <li>• Different entrances/exits are identified and used for different groups.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.</li> </ul>		shared with parents. Clear emphasis given to all parents on the importance of adhering to the correct time  Eyfs pupils will be accompanied at all times with known teachers.	
Daily attendance registers for new cohorts are not in place	4	<ul style="list-style-type: none"> <li>• Mrs D Dawati responsible for completion of school daily attendance registers</li> <li>• Mrs D Dawati responsible for completion of DfE daily submission (if applicable)</li> <li>• Regular reporting and monitoring of attendance to responsible body and followup with families factored into workload.</li> </ul>	yes		2
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	6	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>• Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and <u>flowchart from Public Health</u></li> <li>• Ensure contact details of families are up to date.</li> </ul>	yes	Site mangers additional room has been designated as the isolation room. All unrequired items have been removed to support cleaning. PPE equipment will	2

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				be available for all staff entering this room in relation to a child or adult suspected to have COVID like symptoms.	
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					
<b>Pupils eligible for free school meals do not continue to receive vouchers</b>	4	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>	yes	The school will continue with its on site food bank and access to Early help hub when required.	2
<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>	6	<ul style="list-style-type: none"> <li>Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVI's and Childminders.</li> <li>Offer services on rotational basis.</li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents</li> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA and other voluntary agencies</li> </ul>	yes	Social distanced breakfast club within the 3 bubbles will be in place (required in order to support significant number of parents who need to return back to work).	3
<b>Meals are not available for all children in school</b>	2	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> </ul>	yes	SC& Co ( school meals provider) have been contacted to change working hours of dinner staff to	2

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		<ul style="list-style-type: none"> <li>Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>Consider lunchtimes in the classroom for younger year groups.</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>		accommodate staggered lunches	
<b>6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b> <b>Consider alongside:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	6	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020.</li> </ul>	yes	<ul style="list-style-type: none"> <li>Policies have been updated to include COVID-19 arrangements. Safeguarding addendum completed and emailed to all staff. New safeguarding policy will be adopted beginning of September. DSL Safeguarding meetings weekly. • Evacuation arrangements, Critical Incident and Lockdown procedures reviewed • New emergency evacuation procedures to be shared with pupils</li> </ul>	4

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				via drill beginning of term	
<b>High risk of increased disclosures from returning pupils</b>	6	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	yes	All Deputy DSL's will receive additional support from DSL. Staff will be reminded of the process of recording any disclosure related to child welfare. All Staff received whole school safeguarding training in July.	3
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	6	<ul style="list-style-type: none"> <li>Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li> </ul>	yes	<ul style="list-style-type: none"> <li>Bereavement guidance and training given to all staff on Wednesday 27 May 2020 by schools Educational Psychologist. All staff attended. Staff completed Educare Bereavement and Mental Wellbeing in Children and Young People training</li> </ul>	26
<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on</b>	6	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for</li> </ul>	yes	<ul style="list-style-type: none"> <li>Guidance and</li> </ul>	3

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<b>return to school does not comply with social distancing guidance</b>		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. <ul style="list-style-type: none"> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured and closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>		training for staff on social distancing throughout school – policy to include reinforcing social distancing message to pupils and hand hygiene. Communicate to parents regularly via email, text reminding them of the social distancing rule so they can remind pupils	
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	8	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed in teachers' planning.</li> <li>• Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>• Additional financial support has been made available to schools to address gaps in learning.</li> <li>• Exam syllabi are covered and revised where appropriate.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>• Consider the response to young children who have fallen behind</li> </ul>	yes	Maths curriculum has been reviewed to focus on Number in Autumn Term. Additional phonics teaching in year 1&2. School has registered on the National Tutoring programme. Funds for home	3

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		in their self-care skills <ul style="list-style-type: none"> <li>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</li> </ul>		study guides to be allocated for each year group.	
<b>School unable to meet full provision required in line with EHCP</b>		<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan</li> <li>Access support through health and social care offer</li> <li>Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service</li> </ul>		No children with EHCP plans attend Harper Bell School .	
<b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	4	<ul style="list-style-type: none"> <li>Access BEP offer for online resources</li> <li>NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>	yes	Continue to support via the loaning of tablets where necessary. Review the online offer in preparation for potential local lockdowns.	3
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	4	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils'</li> </ul>	yes	<ul style="list-style-type: none"> <li>Y6 teacher identify transitional opportunities/resources to support pupils moving from Y6 to secondary school. Transition meets</li> </ul>	2

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		transition. <ul style="list-style-type: none"> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>		have already been held with receiving class teacher . New reception parents have completed 'virtual induction' with class teacher.	
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	6	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of responsible body kept informed throughout</li> </ul>	yes	Currently all staff have been contacted in relation to their personal medical requirements.	4
<b>Identify staff unable to return to school</b>	6	<ul style="list-style-type: none"> <li>1staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> </ul>	yes	Individual & generic Risk Assessments to enable all staff to attend school. Awaiting hospital report from doctor to clarify medical status	4
<b>Staff are insufficiently briefed on expectations</b>	6	<ul style="list-style-type: none"> <li>Staff receive daily/weekly briefings on day to day school matters</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders.</li> <li>Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3)</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> </ul>	yes	The School has a staff-based WhatsApp group that is being used to support the delivery of well-being. Further use of Zoom to communicate messages related to staff matters. Microsoft teams has been	3

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		<ul style="list-style-type: none"> <li>• Staff workload expectations are clearly communicated</li> <li>• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> </ul>		effectively utilised by SLT in the planning process for re-opening. Zoom meetings again have been effective throughout the lockdown period. Subsequent training materials have been developed by the Head teacher and the lead for health and safety and will be delivered in a timely manner for the opening of school. Plans have been drawn up by the SLT and health and Safety officer to reduce the need for contact , but maintain the high level of communication.	
<b>10. Protective measures and hygiene</b> This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when</b>	6	<ul style="list-style-type: none"> <li>• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>• Circulation plans have been reviewed and amended.</li> <li>• One-way systems are in operation where feasible.</li> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed</li> </ul>	yes	Devised timetable and inform staff and pupils of times of the day when they will be having breaks and lunch. SLT <ul style="list-style-type: none"> <li>• stay to the left</li> </ul>	3

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<p><b>pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b></p>		<p>accordingly, with more intensive and regular cleaning of regular touch points</p> <ul style="list-style-type: none"> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• NS/NC children are organised in small groups with a key worker and move around with them.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Agree how safety measures and messages will be implemented and displayed around school</li> </ul>		<p>signs on ways. Social distancing signs on floors</p>	
<p><b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b></p>	6	<ul style="list-style-type: none"> <li>• Classroom base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings/toys have been removed in EY environment</li> <li>• Resources are arranged to be used within bubbles/small groups only to limit the risk of cross contamination.</li> <li>• Arrangements are reviewed regularly.</li> </ul>	yes	<p>Clear rooms of unnecessary furniture Remove soft furnishings/toys from all classrooms Ensure each bubble has its own resources to limit cross contamination Individual child learning resources to be prepare in year groups</p>	3

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<b>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines</b>		<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> <li>• Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services</li> </ul>		Staff rooms and refreshment areas are to be increased and allocated to specific year groups	
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	6	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Pupils and staff know that they can only use the toilet one at a time and sufficient time is allowed to do so.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> </ul>	yes	Planned, individual access to toilets during class periods, break and lunch times (controlled by staff). Increased hours for cleaners ensuring a cleaner is permanently on site.	3
<b>11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					

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<b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b>	6	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.</li> <li>• Enhanced 'deep clean' to take place prior to the wider opening of the school.</li> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>• Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>• More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• Working hours for cleaning staff are increased in agreement with staff.</li> <li>• Toilets to be cleaned every morning break, lunchtime and at the end of the school day.</li> <li>• Outdoor playground equipment should be more frequently cleaned.</li> <li>• Seek LA support to manage insufficient capacity</li> </ul>	yes	<p>Deep clean to take place week before beginning of term.</p> <p>Working hours for cleaning staff are increased in agreement with staff</p> <p>Timetable for increased cleaning, toilets and contact points.</p> <p>Ensure sufficient cleaning materials at all times.</p>	4
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	6	<ul style="list-style-type: none"> <li>• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>• Sufficient and suitable equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> </ul>	yes	<p>Significant increase in the frequency of cleaning and the review of cleaning to mitigate the spread of COVID-19. This will be kept under strict review and wear developments are needed they are effectively implemented</p>	3

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		<ul style="list-style-type: none"> <li>Seek support from Public Health Birmingham. Use the <a href="#">flowchart</a> if a staff member or pupil displays symptoms. . (added in v3)</li> <li>For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.</li> </ul>			
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	4	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3)</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school.</li> <li>Reinforce 'catch it, kill it, bin it' message</li> </ul>	yes	SBM has undertaken a review of current stock of hand sanitiser and hand wash as required. Dispensers fitted outside each classroom. Continue monitoring system with set process for staff to report any shortfalls	2
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	4	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>A plan is in place to clean resources which have been taken home.</li> <li>Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)</li> <li>Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is</li> </ul>	yes	<ul style="list-style-type: none"> <li>Individual resources related to children are kept separate e.g. in pencil cases/drawers. Items from home are banned. The sharing of resources is to be limited between bubbles (cleaning must be completed prior to use)</li> </ul>	2

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		occupied by the same children or young people in one day, or properly cleaned between cohorts <ul style="list-style-type: none"> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>• The governing board finance committee is aware of any additional financial commitments</li> </ul>		Training for staff on how to clean resources.	
<b>13. School level response should someone fall ill on site in line with govt guidance</b>					
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b>		<ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process. Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort.</li> <li>• Staff are aware of the location of the emergency PPE pack.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>• Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>• Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker</li> </ul>		<ul style="list-style-type: none"> <li>• Staff are made aware of procedures in Handbook and on the first day back in September</li> </ul> Senior staff are aware of and have access to the flowchart. <ul style="list-style-type: none"> <li>• The school will utilise School Ping newsletters and emails to parents in order to present detailed guidance on the risk reduction measures being put into place at Harper Bell information gleaned from the DFE will also be presented to all stakeholders in a manner that allows</li> </ul>	

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		<p>scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <ul style="list-style-type: none"> <li>• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> <li>• <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing <a href="mailto:schoolsafety@birmingham.gov.uk">schoolsafety@birmingham.gov.uk</a>.</i></li> <li>• <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i></li> </ul>		<p>all to understand and implement each measure. Staff training will ensure that all staff are aware of current policies and guidelines and how to respond appropriately.</p>	
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>		<ul style="list-style-type: none"> <li>• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>• For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>• PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul>		<p>Site mangers foyer has been designated as the isolation room. All unrequired items have been removed to support cleaning. PPE equipment and first aid equipment will be available (in all classes ) and for all staff entering this room in relation to a child or</p>	

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				adult suspected to have COVID like symptoms.	
<b>14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	4	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood and communicated</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	yes	Head Teacher and Health and Safety Officer to ensure training for all cleaners and staff to reduce the risk of the spread of Covid-19 is undertaken. Training on putting on and taking off of PPE.	3
<b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return</b>	4	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	yes	Additional stocks have currently been ordered some items are awaiting delivery. PPE equipment from the local authority is also available.	3

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home					
<b>15. Managing premises related issues</b>					
<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>	6	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures.</li> <li>Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>	yes	Handheld thermometers have been purchased and will be used to check the temperature of all visitors on arrival. There are no outstanding contractual visitors required beyond those to do with sanitation and food deliveries. Any other service and maintenance contractors visits in the normal running of school will be recorded. Assurance from	3

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		<ul style="list-style-type: none"> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> <li>Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>		contractors that their staff are in good health will be sought. Visitor log to support track and trace.	
<b>Fire procedures are not appropriate to cover new arrangements</b>	4	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>	yes	Fire point congregation have been marked in accordance with social distancing rules. The Head Teacher will subsequently take responsibility for the re-designation of staff in relation to fire marshal requirements. New markings for the assembly points .	3
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	4	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	yes	New assembly points to be marked supporting social distancing.	3
<b>Fire marshals absent due to self-isolation</b>	4	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>Staff appropriately trained in fire marshal duties as required.</li> </ul>	yes	Additional staff have been trained as fire marshals.	3
<b>Statutory compliance has not been completed due</b>	4	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist</li> </ul>	yes	H&S officer and building supervisor have completed all	3

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to the availability of contractors during lockdown		contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. <ul style="list-style-type: none"> <li>LA support is in place</li> </ul>		checks.	
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	4	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and LA or trust.</li> <li>NS/NC are aware of financial support available to support sustainability</li> </ul>	yes	List of additional covid expenditure is maintain. These costing have been shared with governors.	2
<b>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach</b>					
<b>Considerations</b> <ul style="list-style-type: none"> <li>Nationally the <a href="#">ONS analysis</a> 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.</li> <li>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.</li> <li>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 <b>diabetes</b>, <b>kidney disease</b> and <b>high blood pressure</b>, 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</li> <li>The <a href="#">NHS risk assessment</a> 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.</li> </ul>					

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<ul style="list-style-type: none"> <li>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.</li> <li>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 <u>living with someone who is shielded</u>.</li> <li>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.</li> </ul>					
<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	6	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and pupils</li> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3)</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely</u></li> </ul>	Ongoing	Ensure all new staff and pupils health information is collected and updated at the beginning of the	4

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		<ul style="list-style-type: none"> <li>vulnerable from COVID-19.</li> <li>Current government guidance is being applied.</li> <li>Consider advice from Public Health England regarding BAME staff in section above.</li> <li>Seek advice from Occupational Health Service</li> </ul>			
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	6	<ul style="list-style-type: none"> <li>28 of BAME staff</li> <li>0 of BAME staff risk assessed and requiring to remain shielded at home</li> <li>1. of BAME staff able to return but requiring additional support</li> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.               <ul style="list-style-type: none"> <li>Staff have been signposted to useful websites and resources.</li> </ul> </li> </ul>	yes	Large number of BAME staff. Stick adherence to government guide lines to mitigate and limit spread of virus. Staff handbook presented to all staff.	
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	6	<ul style="list-style-type: none"> <li>175 of BAME pupils</li> <li>0 of BAME pupils risk assessed and requiring to remain shielded at home</li> <li>1 of BAME pupils able to return but requiring additional support</li> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	Yes	Majority of pupils fall into this category  Training for SLT, attendance and other support staff in supporting parents with anxieties.	4
<b>Parents do not follow advice on</b>	6	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> </ul>	yes	Guidance to encourage parents to communicate	4

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<b>social distancing when visiting the school</b>		<ul style="list-style-type: none"> <li>• Arrangements for visiting the school are communicated to parents/carers</li> <li>• Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</li> </ul>		with school the emails or by phone. Restrict parents from accessing the school internally .	
<b>17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>	6	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>• Staff, pupils, parents and governors have been briefed accordingly.</li> <li>• Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3.</li> </ul>	yes	Policy are updated and ratified before the start of term . Safeguarding policy to be ratified on receipt of Bham policy. Safeguarding Policy has been updated in line with COVID-19 guidance from the DfE and LA. Codicils from the LA will support the effective application and relevance in relation to COVID-19. (Health and Safety Policy and Infectious Disease and Hygiene Policy will be submitted to the Governing Body for ratification).	4
<b>Risks are not comprehensively</b>		<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and</li> </ul>		Completed	

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<b>assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,</b>		communicated to staff covering: <ul style="list-style-type: none"> <li>○ Different areas of the school including any Early Years and Resource Base provision</li> <li>○ When pupils enter and leave school</li> <li>○ During movement around school</li> <li>○ During break and lunch times</li> <li>○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul>			
<b>18. Home to School Transport</b>					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p><b>Keys points include:</b></p> <ul style="list-style-type: none"> <li>• Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.</li> <li>• As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.</li> <li>• In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.</li> </ul> <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. <a href="http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19">http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</a></p>					

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
Pick up and drop off times	6	<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:               <ul style="list-style-type: none"> <li>➤ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li>➤ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li>➤ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li>➤ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i></li> </ul> </li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>• Consider opening school gates earlier so parents can socially distance on the playground</li> <li>• Stagger start and finish times to ease pavement congestion</li> <li>• Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings</li> <li>• Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>• If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.</li> </ul> </li> </ul>	yes	Parents are given clear guidance on the process of reducing the likelihood of contracting COVID-19 in Harper Bell. Clear models related to social distancing, bubbling, limits on mixing, the use of staggered timetables, and specifically hand washing will be continually shared with parents.	3
Children arriving late as a result of journey to school		<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:               <ul style="list-style-type: none"> <li>➤ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> </ul> </li> </ul>		Encouraged through news letter, including	

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		<ul style="list-style-type: none"> <li>➤ 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></li> <li>➤ ensure that transport arrangements cater for any changes to start and finish times</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a></li> <li>• Use <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.</li> <li>• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.</li> <li>• <b>For further information and guidance regarding any of the above points see:</b></li> </ul>		<p>health benefits, reduction in obesity, increased fitness and mobility. Mental health. Limiting the spread of covid.</p>	

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		<ul style="list-style-type: none"> <li><a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a> or contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a>. For information regarding home to school travel contact: <a href="mailto:Mark.Hudson@birmingham.gov.uk">Mark.Hudson@birmingham.gov.uk</a></li> </ul>			
Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient		<ul style="list-style-type: none"> <li>Schools' individual requirements are discussed with Home to School Transport to prepare for full return.</li> <li>Schools are aware of the proposed routes and vehicle allocations for September opening</li> <li>Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening</li> <li>parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers</li> </ul>		N/A	
Travel anxiety for new starters to secondary school		<ul style="list-style-type: none"> <li>West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <a href="#">All are available via this link.</a></li> <li>For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys:  <b><u>Travelling Safely on bus</u></b> (social distancing)  <b><u>Travelling Safely on Metro</u></b> (social distancing)  <b><u>Getting through train stations</u></b> (social distancing)</li> </ul>		N/A	
<b>19. Contingency planning for local lockdown</b>					
No plan in place if a local lockdown should occur	6	<ul style="list-style-type: none"> <li>Updated school Business Continuity Plan</li> <li>Proposed resourcing model should lockdown and partial or full closure be required</li> <li>Arrange for communications to be available in readiness for</li> </ul>	ongoing	Business continuity plan to be reviewed. Ensure effective and developed model	4

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		release to staff and families. <ul style="list-style-type: none"> <li>• Blended learning offer to support continued delivery. Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity.</li> <li>• Resumption of original Risk Assessment to consider phased opening as appropriate</li> </ul>		for remote learning to include online lessons, use of Oak Academy and resources from BEP	

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