



RISK Assessment Tool (V8) 03/12 V8

Updated: 27/08/2020, 30/09/2020 and 10/11/2020 and 03/12/2020

RISK ASSESSMENT: COVID-19

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Birmingham City Council's Risk Assessment Template

Introduction

The government plan is for the full return of all pupils from September 2020 (updated in line of national lockdown from 5th November):

<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 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.

School leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or cases within staff or pupil cohorts, and their contacts:

https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

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

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

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



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

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

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

Likelihood	Severity
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

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)			



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

Links to DfE Guidance

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

Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
 - <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>
 - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments>
 - <https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
 - <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
 - <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
 - <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>
 - <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>
 - <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>
 - <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
 - <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>
 - <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
 - <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
 - <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>
 - <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
 - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications> (added in v2)
- Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (added in v2)



Links to DfE Guidance

continued

- <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> (added in v2, updated v7)
- <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19> (added in v4)
- <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19> (added in v4)
- <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19> (added in v4)
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings>
- <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>
- <https://www.gov.uk/government/news/update-on-face-coverings-in-schools>
- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
- <https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020> (29/09/)
- <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year> (01/09/2020)
- <https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020>
- <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> (4/11/2020)
- <https://www.gov.uk/guidance/new-national-restrictions-from-5-november> (5/11/2020)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare->



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Governance and other resources

Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff:

https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools (added in v3)

Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum (added in v3)

Contact School and Governor Support (S&GS) at governors@birmingham.gov.uk

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

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

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

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

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



1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
Lack of certainty over returning numbers	2 x 2 = Low	<ul style="list-style-type: none"> • Planning for full attendance of all year groups. • Office to complete the daily DfE attendance return. • Phased return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school, with PH and LA. • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 – DHT to oversee • Most children originally identified as clinically extremely vulnerable no longer need to follow the advice to isolate. Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school during lockdown and arrangements should be made to continue education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school) • CEV children potentially remain shielded at home. Pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - COVID-19 - 'shielding' guidance for children and young people. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments. • Any specialist equipment required is returned to school/additional equipment made available to support return • Readiness to implement Test and Trace 	Y		1 x 2 = Low



<p>Number of staff available is lower than that required to teach classes in school <i>(cross reference with risk assessment on staff health and wellbeing)</i></p>	<p>2 x 2 = Low</p>	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff • Full use is made of those staff who are self-isolating but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants supervise classes is in place. • A blended model of home learning and attendance at school will be utilised if there are issues with insufficient staffing levels. • If school is struggling with a shortfall in staffing, you will need to consider possible solutions with the local authority or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Size of Bubbles: moving from class group to year group bubbles, allows for mixed groups for specialist teaching, wrap around care and transport. It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts. • Staff including temporary/supply personnel and volunteers can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) • Schools should ensure that support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Consideration of available testing for school staff is updated according to latest government advice: 	<p>Y</p>		<p>1 x 2 = Low</p>
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		<p>https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</p> <ul style="list-style-type: none"> Remind/Encourage staff that are eligible for a free NHS flu vaccination of the importance of ensuring they are protected from such illness <p>https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/</p>			
<p>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</p>	<p>2 x 2 = Low</p>	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups. SEND pupil risk assessments needed. Discuss 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. 	<p>Y</p>		<p>1 x 2 = Low</p>



2. Accommodating Pupils and Attendance

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	2 x 2 = Low	<ul style="list-style-type: none"> • SLT and site management team agreed specific school site and classroom entry/exit points and classroom use • 424 maximum number of children and 55 staff that can be accommodated in school on any given day with a teacher per 'bubble' • 16 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks. • Reduced contact between groups in communal areas. • Furniture items to be arranged to be front facing to enable distance between teaching staff and pupils. • 2 unused classrooms that could be utilised (ICT suite and Library) • Curriculum leads in school meet regularly to review impact of plan • 	Y		1 x 2 = Low



<p>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</p>	<p>2 x 2 = Med</p>	<ul style="list-style-type: none"> • New timetables and arrangements for each year group to allow for reduced interaction between year groups. • Classroom plans reviewed regularly. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone. • Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice. <ul style="list-style-type: none"> • Classes stay together with their teacher and do not mix with other pupils outside their year group bubble. • In Reception handwashing supervision is in place. • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. <ul style="list-style-type: none"> • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break • Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. 	<p>Y</p>		<p>1 x 2 = Low</p>
<p>Review the use of additional space to allow for the full educational offer</p>	<p>2 x 2 = Low</p>	<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g. halls and outdoor areas. <ul style="list-style-type: none"> • Large gatherings, and assemblies or collective worship to be avoided with more than one year group prohibited. • Design layout and arrangements in place to enable social distancing • The Reception classroom environment is re-organised to meet requirements of social distancing where possible • School will provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. 	<p>Y</p>		<p>1 x 2 = Low</p>



		<ul style="list-style-type: none">• Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B of the guidance.• Careful consideration of how to minimise risk from music classes e.g. singing in year group bubbles, chanting, playing wind or brass instruments.• Outdoor sports prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. Contact sports avoided.• A separate risk assessment is required from any external provider operating on site.•			
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3. Communications with families

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	3 x 2 = Med	<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. For pupils with EHCP, discuss arrangements with parents, and where appropriate, with pupils. 	Y	1 x 2 = Low
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	3 x 3 = High	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via newsletter, email, text and the school's website and verbally. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	Y	3 x 1 = Low
Communications with parents about expectations to support pupils and keep the school community safe are not clear	2 x 1 = Low	<ul style="list-style-type: none"> Uniforms do not need to be cleaned any more often than or differently to usual. Clarity around attendance expectations Access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk 	Y	1 x 1 = Low



4. The School Day including social distancing

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

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
The start and end of the school day create risks of breaching social distancing guidelines	3 x 2 = Med	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. Different classroom entrances/exits are identified and used for different groups. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. Floor markings (playground) are visible where it is necessary to manage any queuing. Attendance patterns have been optimised to ensure maximum safety. A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). 	Y	1 x 2 = Low
Daily attendance registers for new	3 x 2 = Med	<ul style="list-style-type: none"> Completion of school daily attendance registers Completion of DfE daily submission 	Y	1 x 2 = Low



cohorts are not in place		<ul style="list-style-type: none"> Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. There's separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year. 			
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3 x 2 = Med	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health Ensure contact details of families are up to date. 			1 x 2 = Low
Resumption of day visits	3 x 2 = Med	<ul style="list-style-type: none"> In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). <ul style="list-style-type: none"> Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. Use of outdoor spaces in the local area to support delivery of the curriculum. Usual full and thorough risk assessments in relation to all educational visits. Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 			1 x 2 = Low



5. Provision of meals and FSM

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

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Pupils eligible for free school meals do not continue to receive vouchers	2 x 1 = Low	Sodexo vouchers issued during lockdown period. BCC provided vouchers for October half term and Christmas holiday periods. Office to issue vouchers as soon as possible and ensure families have opportunity to ask questions.		2 x 1 = Low
The school is unable to receive vouchers	2 x 1 = Low	<ul style="list-style-type: none"> If families are at risk of food poverty, and where vouchers are unavailable, this should be addressed through application to Early Help Hubs 		1 x 1 = Low
Meals are not available for all children in school	3 x 2 = Med	<ul style="list-style-type: none"> Communication with catering provider to consider options Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing Stagger lunchtimes to align with staggered start and finish times. Usual considerations in place for dietary requirements 		2 x 1 = Low



6. Safeguarding

Consider alongside: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	4 x 2 = High	<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) Updated evacuation points to allow for social distancing of year group bubbles Expectations shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020. 	Y	2 x 2 = Low
High risk of increased disclosures from returning pupils	3 x 2 = Med	<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	Yes	1 x 2 = Low



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<p>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</p>	<p>3 x 2 = Med</p>	<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	<p>Ongoing</p>		<p>1 x 2 = Low</p>
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7. Behaviour

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
Pupils' behaviour on return to school does not comply with social distancing guidance	3 x 2 = Med	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through signage and floor markings. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 	Y		1 x 2 = Low



8. Curriculum

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	2 x 1 = Low	<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and language, reading and mathematics for primary pupils. • Gaps in learning are assessed and addressed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty: address gaps identified. • Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. • Relationships and health education (RHE) for primary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools to address gaps in learning. • Exam syllabi are covered where appropriate • Plans for intervention are in place for those pupils who have fallen behind in their learning, or isolating and are supported through home learning 	Y		1 x 1 = Low



		<ul style="list-style-type: none"> • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school • Ensure that key workers with vulnerable children are notified if children are not school when not in an isolating bubble 			
School unable to meet full provision required in line with EHCP	3 x 1 = Low	<ul style="list-style-type: none"> • Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service 	Ongoing		1 x 1= Low
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	3 x 2 = Med	<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition 	Ongoing		1 x 2 = Low
Pupils moving on to the next phase in their education are	3 x 2 = Med	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. 	Ongoing		1 x 2 = Low



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ill-prepared for transition		<ul style="list-style-type: none">• There is regular and effective liaison with the destination institutions (e.g. From primary to secondary school) to assist with pupils' transition.• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.• Virtual tours of the school are available for parents and pupils.• Online induction days for pupils and parents are planned.			
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9. Staffing

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Staffing levels can't be maintained	3 x 2 = Med	<ul style="list-style-type: none"> Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff Advice sought from LA to support staffing levels or support eligible children to access provision through another school Chair of responsible body kept informed throughout 	Y	1 x 2 = Low
Identify staff unable to return to school	3 x 2 = Med	<ul style="list-style-type: none"> Staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls. <u>The Government's New National Restrictions</u> from 5 November until 2 December advise the clinically extremely vulnerable to work from home during this period of lockdown. If they cannot work from home, they should not to go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance. <p>Identify specific activities for staff who are vulnerable/shielded</p>	Ongoing	1 x 2 = Low
Staff are insufficiently briefed on expectations	2 x 1 = Low	<ul style="list-style-type: none"> Staff receive regular briefings on day to day school matters <ul style="list-style-type: none"> Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the extra mental health support for pupils and staff. Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) Flexible working arrangements needed to support any changes to usual working patterns are agreed 	Ongoing	1 x 1 = Low



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		<ul style="list-style-type: none">• Staff workload expectations are clearly communicated• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school• Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)			
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10. Protective Measures and Hygiene

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

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	2 x 1 = Low	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school 	Y	1 x 1 = Low
The size and configuration of classrooms and teaching spaces does not support	2 x 1 = Low	<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance 	Y	1 x 1 = Low



compliance with social distancing measures		<ul style="list-style-type: none"> All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed in EY environment Resources are arranged to be used by small groups to limit the risk of cross contamination. Arrangements are reviewed regularly. 			
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	3 x 1 = Low	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. <p>Other spaces within school have been identified and adapted to accommodate first aid and medical attention.</p>			2 x 1 = Low
Queues for toilets and handwashing risk non-compliance with social distancing measures	3 x 1 = Low	<ul style="list-style-type: none"> The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. Children are encouraged not to touch peers. Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England. 			1 x 1 = Low

11. Cleaning

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Cleaning capacity is reduced so that an initial deep-clean and	3 x 2 = Med	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. 	Ongoing	1 x 2 = Low



<p>ongoing cleaning of surfaces and touch points are not undertaken to the standards required</p>		<ul style="list-style-type: none"> • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours or additional capacity for cleaning is planned and staff are increased in agreement with cleaning staff. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 			
<p>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</p>	<p>2 x 1 = Low</p>	<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart Use the <u>flowchart</u> if a staff member or pupil displays symptoms. . (added in v3) • For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained. 	<p>Ongoing</p>		<p>1 x 1 = Low</p>



12. Enhanced Hygiene Measures

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	3 x 1 = Low	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are replenished where necessary. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Should any large volumes of flammable liquids be stored they should be referenced in the Fire Risk Assessment. (added in v3) Posters reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	Y	1 x 1 = Low
Inadequate supplies and resources mean that shared items are not cleaned after each use	3 x 1 = Low	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the 		1 x 1 = Low



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		same children or young people in one day, or properly cleaned between cohorts			
		<ul style="list-style-type: none">• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products• The governing board finance committee is aware of any additional financial commitments			



13. Procedures for symptomatic or ill pupils or staff members

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. • Keep up reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which 	<p>Y</p>		<p>1 x 1 = Low</p>



		<p>can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <ul style="list-style-type: none"> • 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. • <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 schoolsafety@birmingham.gov.uk</i> 			
<p>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</p>	<p>3 x 2 = Med</p>	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Medical room is designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. • Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings 	<p>Y</p>		<p>1 x 2 = Low</p>



14. Personal Protective Equipment

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
Provision of PPE for staff where required is not in line with government guidelines	2 x 1 = Low	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE. Sufficient PPE has been sourced PPE requirements for individual pupils and staff have been risk assessed Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs Seek LA support for emergency PPE stock Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 	Y	1 x 1 = Low
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	2 x 1 = Low	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 		1 x 1 = Low



15. Premises related issues including fire safety

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
<p>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools.). Premises governing board committee is aware of planned works and associated risk assessments Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building. 	<p>Y</p>		<p>1 x 1 = Low</p>



<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>2 x 1 = Low</p>	<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at muster points • Possible need for additional muster point(s) to enable social distancing where possible <p>Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan.</p>	<p>Y</p>		<p>1 x 1 = Low</p>
<p>Fire evacuation drills - unable to apply social distancing effectively</p>	<p>2 x 1 = Low</p>	<p>Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required.</p>	<p>Y</p>		<p>1 x 1 = Low</p>
<p>Fire marshals absent due to self-isolation</p>	<p>2 x 1 = Low</p>	<p>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</p> <ul style="list-style-type: none"> • Staff appropriately trained in fire marshal duties as required. 	<p>Y</p>		<p>1 x 1 = Low</p>
<p>Statutory compliance has not been completed due to the availability of contractors during lockdown</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> • All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	<p>Y</p>		<p>1 x 1 = Low</p>
<p>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</p>	<p>2 x 1 = Low</p>	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. 	<p>Y</p>		<p>1 x 1 = Low</p>



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		<ul style="list-style-type: none">• The school's projected financial position has been shared with governors and LA or trust.• NS/NC are aware of financial support available to support sustainability (LT to confirm)			
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16. Equality and support pupils and staff with protected characteristics

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
<p>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> • An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • All staff who were clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service 	<p>Ongoing</p>		<p>1 x 1 = Low</p>



<p>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> No. of BAME staff identified. Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	<p>Ongoing</p>		<p>1 x 1 = Low</p>
<p>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> No of BAME pupils identified There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 	<p>Ongoing</p>		<p>1 x 1 = Low</p>
<p>Parents do not follow advice on social distancing when visiting the school</p>	<p>3 x 2 = Med</p>	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers <p>Face coverings should be worn on the school site. Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p>	<p>Y</p>		<p>2 x 2 = Low</p>



17. Alignment with other school-based provisions and providers

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Final risk rating
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	2 x 1 = Low	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. <p>Reference to an addendum for the BCC Model Safeguarding Policy. A new safeguarding model needs to be adopted from September 2020. Link added in v3.</p>	Ongoing	1 x 1 = Low
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	2 x 2 = Low	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Ongoing	1 x 2 = Low



18. Home to school transport

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
Pick up and drop off times	3 x 1 = Low	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➢ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend ➢ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) ➢ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) ➢ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful In addition: <ul style="list-style-type: none"> • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight the need for social 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. • Organised queuing and boarding of vehicles and distancing within vehicles wherever Consideration of emergency school streets measures as identified in the Emergency Birmingham Transport Plan including Car Free School Streets, parking restrictions and reducing speed limits. 	Y		2 x 1 = Low



		<ul style="list-style-type: none"> • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 			
<p>Children arriving late as a result of journey to school</p>	<p>3 x 1 = Low</p>	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➢ <i>Children, young people and parents are encouraged to walk or cycle where possible</i> ➢ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</i> ➢ <i>ensure that transport arrangements cater for any changes to start and finish times</i> In addition: <ul style="list-style-type: none"> • Advise parents/carers not to use various modes of transport including driving to school being mindful of the need, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the 	<p>Y</p>		<p>1 x 1 = Low</p>



		<p>queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</p> <ul style="list-style-type: none">• Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.• For further information and guidance regarding any of the above points see:• www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk			
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19. Contingency planning for local lockdown

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)		Final risk rating
No plan in place if an outbreak or a local lockdown should occur	2 x 3 = Med	<ul style="list-style-type: none"> School Business Continuity Plan has been updated Proposed resourcing model is in place should lockdown and partial or full closure be required Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. Preparation for learning continuity in the event of local or bubble lockdown (added in v4) Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable. Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Information and guidance have been shared to support parents and carers of children who are learning at home <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p>	Ongoing		1 x 3 = Low



		<ul style="list-style-type: none">• Resumption of original Risk Assessment to consider phased opening as appropriate• Parents have been informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care).• Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020 <p>Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return and whether an individual risk assessment would be beneficial.</p>			
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RISK Assessment Tool (V8) 03/12 V8

Updated: 27/08/2020, 30/09/2020 and 10/11/2020 and 03/12/2020

20. Any other issues

Areas of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	Further actions/Comments	Final risk rating