

Introduction

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

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

Much of the content in this guidance will be familiar to you. Specific updates include:

- Face coverings
- Pupils who are abroad
- Educational visits
- Wraparound provision and extra-curricular activity
- Music, Dance and Drama (including school performances)
- Pupil wellbeing and support
- Transition, taster and open days

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

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

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

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

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

Any updates to the previous Risk Assessment template going forward will be identified in the version control table from p7 onwards.

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

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

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

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

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

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

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

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	1	2	3	4	
	SEVERITY (OUTCOME)				

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

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

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

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<p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (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: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)</p> <p>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)</p> <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>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> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.gov.uk/government/news/update-on-face-coverings-in-schools</p>

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	<p>https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>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 (29/09/2020)</p> <p>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)</p>	
Governance and other resources	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public-health-flowchart-for-schools (added in v3)</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19-safeguarding-policy-addendum (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</p>	
Version No.	Page – Edits (page numbers may alter as later editions are made)	Published

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1	Original	07/07/2020
2	<p>P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance 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</p>	Dated 09/07/2020, Published 10/07/2020
3	<p>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 P17 where EHCP has been adapted in light of Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination</p>	17/07/2020

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	<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>	
4	<p>P5 weblinks added to DfE guidance on remote learning</p> <p>P19 reference to the need for action planning for local or bubble lockdown</p> <p>P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning</p>	28/07/20
5	<p>P1 reference to regular review of RA and latest guidance</p> <p>P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE</p> <p>P8 reference to Test and Trace process</p> <p>P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport</p> <p>P10 movement of staff across classes and year groups</p> <p>P10 temp staff length of contract</p> <p>P10 support for pupils with SEND including deployed staff</p> <p>P12 maximising space to allow for full operation</p> <p>P12 collaboration with other settings e.g. dual roll</p> <p>P13 reasonable break for staffing</p> <p>P13 review of space to allow full operation</p> <p>P13 avoid (rather than prohibit) large gatherings with more than one group</p> <p>P13 immunisation programme</p> <p>P13 additional support for SEND, use of social stories and reference to Annex B of guidance</p> <p>P13 minimising risk from music classes</p> <p>P13 phased increase of physical activity</p> <p>P14 no need for more frequent cleaning of uniforms</p> <p>P17 considering of bubbles for wraparound</p> <p>P17 limiting number of wraparound providers parents access</p>	06/08/20

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	<p>P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maths from Year 6 to Year 7 transition P20 incorporating remote learning into day to day delivery P20 suspension of subjects if needed P20 focus on return to normal curriculum by summer 2021 and timescale for assessments. P20 compulsory RHE education P21 delivery of EHCP P24 encouraging children not to touch peers P24, 26 use of e-bug learning from PHE P25 working hours or additional capacity for cleaning to be planned for P26 encouraging 20 second hand washing P26 modification of narrative around shared resources and 48/72 hour period P28 isolation in closed room with window ventilation P28 guidance for residential staff and isolation P28 reference to guidance on use of PPE P35 organisation of queuing and boarding of dedicated school transport P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport P36 encouraging use of various modes of transports and non-car journeys P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND</p>	
6	<p>Spelling and grammar checks throughout P5 link to latest statement on face coverings in schools P5 link to latest guidance on out of school settings P14 additional information on music classes and events P17 updated information on out of school club group sizes and maintaining records to keep groups under review P40 reference of face coverings for pupils in lockdown circumstances</p>	
7	<p>P1 reminder of updated link to full reopening DfE guidance P1 links to PH guidance, flowchart, checklist and FAQs P5 removal of reference to shielding throughout due to updated guidance, guidance link highlighted P6 link to new guidance ref managing demand and capacity of public transport P6 link to attendance reporting guidance P6 link to Royal College of Pediatrics and Child Health guidance on shielding and self-isolation P11 reminder of DfE attendance return, numbers isolating and record keeping P11 link to shielding update and consideration of individual risk assessments P12 review of bubble sizes and limiting interaction between bubbles P13 furniture placement to support with distance between teacher and pupils</p>	

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	P14 immediate access to remote learning available for pupils who cannot be in school on health grounds P15 regular review of control measures and their implementation P15 risk assessment required if external provider operating on site P17 focus on vulnerable children and ensuring DSLs maintain contact with social workers/family support if bubble isolation occurs P18 reminder of attendance guidance P23 informing key workers of non-attendance of vulnerable children P24 link to additional mental health support for pupils and staff P29 regular review of PH FAQs and guidance, and updating the links to checklist whether for a suspected or confirmed case P40 changes to social distancing procedures on dedicated school transport P40 limiting demand on public transport at peak times P42 use of face covering in communal areas where social distancing cannot be maintained P42 consider impact of isolation on vulnerable children	
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
Lack of certainty over returning numbers		<ul style="list-style-type: none"> • Planning for full attendance of all year groups • Information regularly updated on the school website. • Continue to engage with families and LA to accurately report situations where pupil is recorded as abroad and plan for their return (including any quarantine restrictions). • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Readiness to implement Test and Trace as set out in section 7 the latest guidance. • Usual attendance measures in place for 1st day calls and home visits where needed (see attendance policy). • Testing is voluntary and requires consent • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. 	Ensure leaders and governors have read section 7 of the latest guidance. New Reception parents won't be on the school app so phone calls and emails to be made/sent 1 st /2 nd Sept. Catch-up Friday pm session for any parents that did not turn up for their parental meeting.	Medium

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		<ul style="list-style-type: none"> • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. • Good record keeping on testing within school and with PH. • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the <u>guidance for special schools.</u> • Home to School transport in place where required. • Preparedness to implement Test and Trace as set out the latest guidance. Remote education should be provided where possible for pupils that are abroad. 		
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>)		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2 year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc 		

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		<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Size of Bubbles is changed, moving from a full class bubble for majority of the classroom time to a year group bubble or vice versa, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools). 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 can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND, 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: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 	<p>1 consistent supply teacher booked to cover 0.2 teaching for Y5 to reduce multiple visitors</p>	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. 	<p>Children admitted through in-year admissions policy – checks in place if they have arrived from abroad.</p>	

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		<ul style="list-style-type: none"> • Waiting lists were reviewed in June and all parents contacted. Meetings held with all parents who wanted to remain on the lists. New children admitted for September start. • 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. 		
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> • Review EEE termly admissions process • Funding questions are emailed to NEF@Birmingham.gov.uk (added in v2) • Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term • 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. • Admission welcome packs delivered to all families with clear details about the school and the procedures for contact during lockdown. (Rec/Nursery). • School office 'manned' to ensure all enquiries are answered (considering the absence of our admin assistant due to shielding). • Parental meetings in September before start date of 21st September. • 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. 	<ul style="list-style-type: none"> • Teams meeting 27.5.2020 with AK, NF, MN, VR, BH, VR and SS to update on current progress and plan future actions. • Email addresses to be used to contact Nursery applicants in the first instance. • Phone calls made to all parents who have not responded –week beginning 8th July. • Delayed the start date until 21st September to allow whole school start and staffing levels to be assessed 	
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group		<ul style="list-style-type: none"> • SLT team meeting to review school site and specify entry/exit points and classroom use • Desks arranged to 'face front' in all classrooms from Y2 upwards. • Classrooms to be prepared to ensure all have adequate access around the room – week beginning 13th July. • Delayed start for Nursery to allow Reception children to settle in - slower staggered start to facilitate this. • Re-siting of Year 2 classroom to make use of the larger size and better ventilation. • EYFS children kept as a 'bubble' as they will not be as capable of social distancing – regular supervised handwashing. • Engagement of appropriate services for families not engaging 	Site check in July to confirm exit and entry points. Training for staff July/September	

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		<ul style="list-style-type: none"> • SLT/ML leads in school meet regularly to review impact of plan on whole school curriculum • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2) 		
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • 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. • In primary schools, year groups stay together with their teacher and do not mix with other pupils. • In EYFS handwashing supervision is in place. • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times, reduce the numbers of parents on site particularly in the mornings. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. • lunchtime arrangements based on classroom placement – access to toilets • Additional unused classrooms used to teach smaller groups are spaced out to ensure social distancing. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3) • Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. 	<p>Toilets will be identified for groups of classrooms – this will be in larger groups that 30 due to classroom placement.</p> <p>Unused classrooms will be identified for small group work – these will have larger social distancing measures as children maybe from more than 1 bubble.</p> <p>Staff made aware of this before the groups start.</p> <p>Lunchtime staff allocated to Year groups and areas.</p>	

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		<ul style="list-style-type: none"> • From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. • The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Participation in the Testing Programme for staff alanced with the benefits of managing transmission. 		
There is a need for review use of space to allow for the school to fully operational		<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g, dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. • Design layout and arrangements in place to enable social distancing • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • 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 eg. singing, chanting, playing wind or brass instruments or shouting. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. • If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the "working safely during COVID-19 in the performing arts" guidance. 	<p>Use both halls for parent meetings to keep groups to a minimum – socially distanced chairs. (Use a microphone)</p> <p>Staff meetings to be smaller numbers of held in the junior hall.</p>	

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		<ul style="list-style-type: none"> Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. A separate Risk Assessment from any external provider operating on site is required and reviewed. Encouraging audiences to events to undertake safety measures and maintain social distancing. 		
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<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 through the use of our school app, email, school website and parent meetings in September. Parental meetings booked for 3rd and 4th September for parents to have the arrangement explained more clearly before their children return to school. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils Advice is made available to parents on arrangements testing for COVID-19 Clarify arrangements for pick-up/drop-off, breaktimes, Signpost parents to information on how to prepare their children in returning to school Movement around school site is clearly labelled with schools' expectation and staff available to sign post parents when arriving and collecting children Parents' email addresses used to provide additional information. For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. 	<p>Leaflets created reflecting changes to usual school policy – available for collection at parent meetings.</p> <p>Keep website up to date with changing information.</p> <p>COVID-19 section created, and link sent on school Jotter to parents of children in Reception Y1 and Y6 in the first instance. Link from COVID 19 section on school website to gov.uk guidance on COVID testing arrangements.</p> <p>School website provides information on transition back to school and health and well-being information. One-way system clearly marked and staff available to support/assist parents.</p>	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Website translation is available through google. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy 		

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		<ul style="list-style-type: none"> • Ensure contact details of families are up to date. • Parental meetings – 3rd and 4th September • Family friendly leaflets created with reminders 		
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place		<ul style="list-style-type: none"> • LFD testing arrangements are communicated clearly to parents and carers. • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk • Consideration given to personal items of children (infant children to all receive a school dinner and may not bring a packed lunch). Other personal items not allowed into school. • Accessing the learning available from DfE: • Information about how to <u>connect families to local support is available here.</u> 	Parental meetings – 3 rd and 4 th September July letter to parents outlining key points Information on expectations if any family member is presenting with symptoms provided to parents and link to gov.uk advice on testing arrangements in separate COVID 19 section on school website. New text messaging service in place Oct 20 to make communication more immediate.	
The start and end of the school day create risks of breaching social distancing guidelines		<ul style="list-style-type: none"> • Gates open from 8:35 to facilitate social distancing. Additional entry points to school with staff manning them to avoid all children coming in through 1 entrance. • Parents not allowed on the school site during the morning. Gates manned by staff – Robert Road and Charles Road.. • Different entrances/exits are identified and used for different groups.- infants leave at 3:00pm and junior at 3:10pm. Parents informed of waiting places and staff available to ensure these are adhered to. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • Parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • 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. 	Reception entry to be through the main drive and infant playground - this will allow for parents to come to the Reception door in the morning if needed. Children will be having a taster session before they start and then will start at 9:30 for the first 2 weeks. Plans to be shared with parents on 4 th September.	

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		<ul style="list-style-type: none"> Attendance patterns have been optimised to ensure maximum safety. DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). 		
Daily attendance registers for new cohorts are not in place		<ul style="list-style-type: none"> All attendance staff will be available to complete their duties Home visits to be used more often to ensure prompt and regular attendance. Office in nursery available for social distancing if required for office staff. End of year procedures will be in place before we return as will up to date attendance registers for the start of term. 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		<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, school app and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health Ensure contact details of families are up to date. 	Staff training September 1 st and 2 nd to include health and safety reminders.	
Resumption of day visits		<ul style="list-style-type: none"> Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely See further guidance if planning for domestic residential educational visits (in accordance with roadmap: annex C – further guidance on domestic residential educational visits. 		

Pupils eligible for free school meals do not continue to receive vouchers		<ul style="list-style-type: none"> • All infant children on site will receive a hot school meal • All children eligible for FSM will receive at hot school meal. • Children who are not eligible will be able to purchase a hot school meal or be able to bring in their own packed lunch. • Issues with food poverty to be addressed through application to Early Help Hubs • FSM Voucher scheme is continued for children not able to attend school? 		
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		<ul style="list-style-type: none"> • Breakfast club will re-open on 7th September in line with current guidance. Children will sit in year groups in the infant hall to eat breakfast rather than in the front meeting room. • After school provision is provided by an external company – meetings to be held in July or September to confirm health and safety arrangements. • Wednesday afternoon provision will not be available through school but signposting will be available for parents. Current after school providers may be able to work on site. • Where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimize mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. • When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. 	Meeting with after school provider in July confirmed arrangements for after school provision that were suitable for both parties.	
Meals are not available for all children in school		<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. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements. 	Catering provider – Citiserve to make specific kitchen arrangements with their staff – school staff to confirm they are appropriate and in line with this risk assessment.	

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School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19		<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020. 	<p>Updated Safeguarding Policy available for Governor approval in September.</p> <p>Staff safeguarding training 1st September.</p> <p>Staff meetings – 1st and 2nd September</p> <p>Parental letter 13th July and parent meetings 3rd and 4th September before the children start on 7th September.</p> <p>Class teachers to plan a PSHE lesson around Covid 19 and explain how children will evaluate the building in an emergency.</p>	
High risk of increased disclosures from returning pupils		<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	<p>Multiple DSLs allow for every day an absences to be covered.</p> <p>Mentor to risk assess children during the first 2 weeks in September before mentoring programme starts.</p>	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school		<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as '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. 	<p>Key staff have continued with their CPD training on how to support pupil wellbeing during this COVID lockdown. Two members of staff have attended Diocese bereavement training. Key staff to signpost on school</p>	

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		<ul style="list-style-type: none"> • 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. • Staff advised during staff meeting time to monitor children both at home and attending school for signs of anxiety, change in behaviour and refer to key staff/DSLs. • Provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. The DfE's 'every interaction matters' webinar can help with offering pastoral support for wellbeing. • Work with school nurses, where they are in place, to ensure delivery of the healthy child programme (which includes immunisation), identify health and wellbeing needs, provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues and support pupils with additional and complex health needs. 	<p>web site families to wellbeing and bereavement support. Staff to plan PSHE lessons around COVID allowing children to express their own thoughts and feelings.</p>	
Pupils' behaviour on return to school does not comply with social distancing guidance		<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided or larger spaces used. • 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. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents via School Jotter, email and the school website to reinforce the importance of and exhibit social distancing. 	<p>Support children to understand what the new rules mean.</p> <p>Signage will be in place around school to be reinforced constantly by staff. Bubble activities will commence with sessions outlining the expectations for the pupils. Staff will be briefed on the expectations for social distancing in line with DfE advice. This will be modelled by staff and reinforced for the children.</p> <p>There will be staggered lunchtimes to limit the meeting of bubbles.</p>	

			Revision of the behaviour policy (AH)	
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>		<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. Consider digital poverty. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • Younger children are supported to understand the school hygiene rules. Use of videos and pictures to help those with less English and cognition and learning difficulties. • Timetables adapted to support the needs of the children who are returning. • Mental and Physical health made a high priority. • Lessons to resume promptly with dynamic assessments in place to identify any children who are not coping. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • 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 and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school • Use any additional funding (when it arrives) to support all children. • Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble 	<p>Additional reading sessions, PSHE and talk time sessions built into the Autumn term. Autumn term topic is all about family and community so well suited to facilitate discussions and engagement.</p> <p>Have registered with the national tutoring programme. Guidance from EEF read to support spending decisions.</p>	

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<p>School unable to meet full provision required in line with EHCP</p>		<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 • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service • Initial assessment of any new children starting in Reception and Nursery – consider reduce hours or delayed start to facilitate funding additional resources or staff. 	<p>Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</p> <p>Extended hours for integration assistant (at a cost to school). Y3 child to work within the Reception setting with 2 other children to avoid moving around the school. He will have his own targets.</p> <p>Year 3 child currently underfunded and has had a named special school (Rookery on his EHCP for over 2 years with no place provided). St Clare's is not an appropriate provision for him even without Covid-19.</p>	
<p>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</p>		<ul style="list-style-type: none"> • Access BEP offer for online resources • NS Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources – paper copies to be provided • 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 • Possible availability of reconditioned laptops made available to families. • Possible 'rent' a laptop scheme to be investigated 	<p>Paper copies can't replace teaching.</p> <p>St Clare's have become a 'hub' for local computer donations through Business2schools 'make a difference' campaign</p> <p>Staff to create a long-term plan for Autumn identifying where current online lessons will support the objectives being taught each week. Online teaching timetable for each year group to be created. Additional</p>	

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			non- computer resources to be sourced. Laptops from the LA received (60) still waiting on internet connection possibilities.	
Pupils moving on to the next phase in their education are ill-prepared for transition		<ul style="list-style-type: none"> • Secondary transfer files and information has been sent to all schools who have requested it. • DSL information to be confirmed in September. • Larger files for SEN and safeguarding to be delivered or collected in September. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • Welcome packs delivered to new families. (NF/BH and MN). • If appropriate, consider new teacher/s visiting feeder schools where pupils cannot travel to their new provisions (particularly for young pupils) • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. 	Parental meetings for new Reception parents on 4 th September. Meetings held with new children starting in September held in July.	
Staffing levels can't be maintained		<ul style="list-style-type: none"> • Multiple DSLs and First aiders to facilitate absences • Lunchtime staff to receive additional first aid training before the children return • Additional staff to receive first aid training in Autumn term • Named senior leader in place if Headteacher is off site. • 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 • Good relationships with high quality supply teacher provider (CPSS) to cover staff if necessary • Support from Caritas Christi group if needed. 	Possibly name an additional governor for the Headteacher to liaise with in light of current Chairs additional work responsibilities. Consider reduced provision if staffing levels get too low. Use of internal staff to cover roles if possible.	
Identify staff unable to return to school		<ul style="list-style-type: none"> • No currently shielding members of staff • Staff will be advised to follow the social distancing rules – teaching from the front of the class. 		

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		<ul style="list-style-type: none"> • Hand gel and other cleaning products available in all classes. • Two staff available in the younger classes. • 1:1 working not to be facing each other. • Pregnant staff in the 3rd trimester to strictly social distance – main working will be CPD (in the hall) and with small staff groups socially distancing. • Cover for leading Reading is already in place and training held in July with staff. 		
Staff are insufficiently briefed on expectations		<ul style="list-style-type: none"> • Staff receive weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school, via email, messaging app and phone. • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders Information about the <u>extra mental health support for pupils and teachers</u>. • Flexible working arrangements needed to support any changes to usual working patterns are agreed. Childcare difficulties taken into account and short term changes accommodated if possible. • 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 • 4 ½ day teaching week to allow Wednesdays to be set aside for staff briefings, training and PPA. • 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) 	<p>Health and well-being section added to staff handbook.</p> <p>Ensure all staff have received section 19.</p> <p>Staff training 10th July Week beginning 13th July and 1st and 2nd of September. All training materials relating to H&S to be emailed and added to the Covid-19 file of SharePoint Short staff meetings to reduce the amount of time all staff are together. All meetings held in the hall.</p>	
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times		<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible.. • 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. • Lesson change overs reduced. Small groups collected by the teacher and not sent to the room on their own. 	<p>Agree how safety measures and messages will be implemented and displayed around school</p> <p>Lunchtimes to be reviewed and staggering to be extended.</p>	

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		<ul style="list-style-type: none"> • Gates locked throughout the day with phone number attached for visitors/parents to book appointments. • Circulation routes are clearly marked with appropriate signage. • Where possible, pupils stay in classrooms and staff move around. The movement of pupils around school will be minimised as much as possible. No messages taken by children. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. 2 members of staff available for larger EYFS and KS1 groups • Non-class based staff to facilitate the morning, lunchtime and end of day routines. • Ensure face coverings are used by staff/pupils/visitors in those circumstances recommended in DfE /Govt guidance. 		
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	Tables to be spread out further in any classrooms to be used by mixed groups.	
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. Infant hall and screens to be used in the first instance for nursing services. • Other visitors to have work areas identified as they return to school. 	Staff training 1 st and 2 nd September Consider other rooms to make tea/coffee in addition to main staffroom.	
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> • Toilets for each group are identified. • Floor markings are in place to promote social distancing. 	Y5 -Boys and Girls upstairs (St Elizabeth at lunchtime) Y6 St E -own toilets.	

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		<ul style="list-style-type: none"> • Pupils and staff know that they can only use the toilet one at a time and sufficient time is allowed to do so. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap. • 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 <u>e-bug</u> learning from Public Health England. 	<p>Y6 St A, St JP and St C to use lower corridor toilets. St T and Y2 to use toilets by library. Y1 St A and St Patrick's to use infant toilets. Reception and Nursery to use own toilets.</p> <p>Good habits promoted - going to the toilet before going out to playtime.</p> <p>Senior leader available to facilitate lunchtimes</p>	
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required		<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • Enhanced 'deep clean' to take place prior to the wider opening of the school. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces • Toilets to be cleaned every lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Boxed system put in place for used toys, books are placed so items can be cleaned before reused. • Children to be provided with their own pack of equipment to avoid cross contamination. 	<p>WeClean to support BSM to carry out a deep clean during the last 2 weeks of the summer holidays in preparation of re-opening in September.</p> <p>Lunchtime supervisors to provide additional cleaning during the day. Wipe down equipment, door handles, toilets.</p>	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		<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 	<p>Sufficient training given to all staff ensuring they are all up to date with latest cleaning of non-healthcare setting guidance.</p>	

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		<ul style="list-style-type: none"> • 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 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. • Cleaning equipment used for suspected case will be doubled bagged, clearly labelled and stored in a secure place until the results of the test have been received. 		
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established		<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (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. 	<p>Support staff in Reception and Nursery available to help younger children with personal hygiene.</p> <p>Check for flammable liquids – storage.</p> <p>Remind parents that children will need to remove and gloves and face masks if they come to school with them.</p>	
Inadequate supplies and resources mean that shared items are not cleaned after each use		<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 • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. 	<p>Staff to use 1 toilet throughout the day. Groups of staff to be assigned a toilet to use.</p> <p>Infant children asked not to bring in packed lunchboxes No child to bring in large rucksacs Reading books and bags to be left untouched for longer periods</p>	

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		<ul style="list-style-type: none"> • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 	<p>to reduce contamination (use Wednesdays to facilitate this). Parents made aware.</p>	
<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>		<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. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR 	<p><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> <p><i>Staff training 1st and 2nd September</i></p> <p><i>Parental meetings 3rd and 4th September..</i></p>	

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Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • 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. 	Junior disabled toilet to be used as the medical room?	
Provision of PPE for staff where required is not in line with government guidelines		<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 procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 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 • Face visors and disposable masks available for staff to use in the most appropriate way. Face shields can be worn in class and for exiting children. More vulnerable staff advised to wear face shield when exiting children. 		
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms		<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 		

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<p>of coronavirus and needs direct personal care until they can return home</p>		<ul style="list-style-type: none"> • 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 		
<p>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>		<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). • Premises governing board committee is aware of planned works and associated risk assessments • 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 COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. 	<p>Building work was carried out during the summer holidays. <u>Building work to be carried out over the summer holidays</u> <u>No children allowed on site from Monday 20th July as we will be a building site</u> <u>Staff restricted to the first full week of the holidays and the last 3 days in August.</u></p> <p><u>Pre-contract meeting held in July</u> <u>Asbestos survey completed on 11th and 12th July (weekend)</u></p> <p>Possibility of having additional building work done – pre contract meeting to discuss social distancing measures/expectations (particularly toilets?) 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</p>	

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		<ul style="list-style-type: none"> Premises governing board committee is aware of planned works and associated risk assessments 	<p>distancing is always maintained.</p>	
<p>Fire procedures are not appropriate to cover new arrangements</p> <p>Fire evacuation drills - unable to apply social distancing effectively</p> <p>Fire marshals absent due to self-isolation</p>		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	<p>All fire marshals available in September.</p> <p>Staff training 1st and 2nd September</p> <p>Class level practices (fire drills) rather than whole school – September</p> <p>Absence plan created form fire marshal duties (non-class based staff to be used).</p>	
<p>Statutory compliance has not been completed due to the availability of contractors during lockdown</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. Water system checks and actions to be undertaken prior to wider opening. LA support is in place 	<p>All up to date and managed by a new company – switching to electronic records</p>	
<p>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</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. School finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors 	<p>Additional costs request will be sent to see if some funds can be covered.</p>	

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<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>		<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, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3) • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who, were considered, to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. • 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>Staff to be asked to provide clear medical evidence to support school if another lockdown is required.</p> <p>School nurse to facilitate speaking to new parents are any parents of children who have medical conditions that may prevent a return to school.</p> <p>Shielding staff to be advised to use extra precautions when using shared facilities such as toilets and staffrooms.</p> <p>All families have been contacted regularly to discuss medical needs and concerns.</p> <p>Age, ethnicity, gender, medical conditions and ability within school to carry out duties maintaining strict social distancing have all been considered when producing in school staffing timetables.</p>	
<p>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</p>		<ul style="list-style-type: none"> • 25 BAME staff • All staff expected to be able to return but some may need additional measures in place. • 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. 	<p>Staff training – sharing facilities such as toilets and staffrooms.</p>	

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		<ul style="list-style-type: none"> • Staff have been signposted to useful websites and resources. 		
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus		<ul style="list-style-type: none"> • Large number of BAME children. • 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. 	Parental meetings in September will allow opportunities for questions to be answered.	
Parents do not follow advice on social distancing when visiting the school		<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Majority of contact will be made via the telephone. • No class assemblies to take place in Autumn term – to be reviewed for the rest of the year. • Parents evenings to be considered for Autumn term – these may be phone calls or online meetings. • Arrangements for visiting the school are communicated to parents/carers • Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings 		
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		<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. • 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. 	Revised policies for partial opening to be revised again for full opening and shared with all stakeholders	
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		<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 ○ 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 	Staff training and parental meetings to ensure all stakeholders are aware.	

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Pick up and drop off times		<p>As per <u>Government guidance</u>:</p> <ul style="list-style-type: none"> • Staff available at both gates so no need for parents to wait with them in the mornings. Staggard exits and times at the end of the day. • 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) • Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. • Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Pupils/staff must wash their hands/use hand sanitiser on 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>Parent letter July Parent meetings in September</p> <p>Won't fully know until the plans are put to the test.</p>	
Children arriving late as a result of journey to school		<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➤ Children, young people and parents are encouraged to walk or cycle where possible ➤ ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> • In addition: <ul style="list-style-type: none"> • 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. 	<p>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. www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school</p>	

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		<ul style="list-style-type: none"> • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times to avoid pavement congestion. • Gates will be locked so parents need to call if they bring their child to school late. 	<p>travel contact: <u>Mark.Hudson@birmingham.gov.uk</u></p> <p>Individual circumstances taken into account.</p>	
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<p>No plan in place if an outbreak or local lockdown should occur</p>		<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ○ 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. <p>Consideration of remote learning for young pupils or those with SEND.</p> <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> • Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 • Information and guidance have been shared to support parents and carers of children who are learning at home https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4) • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown • 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 • 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>School Business Continuity Plan has to be updated.</p>	
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<p>There are no clear plans for visiting professionals and peripatetic staff in a mainstream setting</p>		<ul style="list-style-type: none"> • BCC staff visiting schools is able to access LFD testing through community testing sites • Other visiting teachers/staff are directed to the community testing site to access an LFD test prior to their visit • Process is in place to confirm the visiting professionals have tested negative using an LFD test. In the event of any visiting professional is not willing to take the test, school have checked that the visitor is not displaying any symptoms or have been in close contact with a positive case in the last 2 days. 	<p>Lateral flow test check confirmed at the office prior to visiting.</p>	
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