

Introduction

The government plan is for the full return of all pupils from September 2020 (updated 1st October 2020):

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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

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

https://www.birmingham.gov.uk/COVID-19_schools_faqs. The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts:

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and has been updated on later guidance from 27th July 2020. 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. Separate guidance is available for Special Schools and is not considered in this tool.

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

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

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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) to determine the the Likelihood and Severity being independently scored and plotted.

provides a method level of risk, with

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

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

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RISK Assessment Tool (V7)

14/10/2020

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>

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14/10/2020

Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage of personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	Dated 09/07/2020, Published 10/07/2020
3	P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate	17/07/2020

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	<p>P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services</p> <p>P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders</p> <p>P20 use of resources with small group/bubbles to limit cross contamination</p> <p>P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing</p> <p>P21 allowance of enough 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>	28/07/2020
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>	06/08/2020

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	<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> <p>P19 focus on reintegration and re-engagement of pupils and families</p> <p>P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition</p> <p>P20 incorporating remote learning into day to day delivery</p> <p>P20 suspension of subjects if needed</p> <p>P20 focus on return to normal curriculum by summer 2021 and timescale for assessments.</p> <p>P20 compulsory RHE education</p> <p>P21 delivery of EHCP</p> <p>P24 encouraging children not to touch peers</p> <p>P24, 26 use of e-bug learning from PHE</p> <p>P25 working hours or additional capacity for cleaning to be planned for</p> <p>P26 encouraging 20 second hand washing</p> <p>P26 modification of narrative around shared resources and 48/72-hour period</p> <p>P28 isolation in closed room with window ventilation</p> <p>P28 guidance for residential staff and isolation</p> <p>P28 reference to guidance on use of PPE</p> <p>P35 organisation of queuing and boarding of dedicated school transport</p> <p>P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport</p> <p>P36 encouraging use of various modes of transports and non-car journeys</p> <p>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</p> <p>P5 link to latest statement on face coverings in schools</p> <p>P5 link to latest guidance on out of school settings</p> <p>P14 additional information on music classes and events</p> <p>P17 updated information on out of school club group sizes and maintaining records to keep groups under review</p> <p>P40 reference of face coverings for pupils in lockdown circumstances</p>	27/08/2020

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<p>7</p>	<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 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 of 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</p>	<p>06/10/20</p>
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	2x2=4	<ul style="list-style-type: none"> • Planning for full attendance of all year groups and where possible complete the daily DfE attendance return. • Phased return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school, with PH and LA. • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • XXX number of children remain shielded at home. Pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - COVID-19 - 'shielding' guidance for children and young people. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments. • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace as set out in section 7 the latest guidance. 	Yes	<ul style="list-style-type: none"> • New school times of the the day have been established to support our bubbles' ability to avoid each other and remain apart. • Phased return planned to introduce students to new procedures, so effective induction can take place for all students. • Regular email/text communication provided to parents/students. • Medical needs team have a spreadsheet which they will maintain and liaise with families where medical needs cause additional risk. These families will receive contact prior to the start of term and adaptations to the plan to support their return to school will be made as appropriate. • Test and Trace information will be reiterated to families and clear messages will be provided so that families are aware of the process. • Our DSL team continue to spot for signs that indicate family support is required. Our deputy DSL has made this her focus area. • We now have a dedicated contact with WM transport, buses have been added for the end of the day to support staggered end points. • DfE daily attendance is returned by SAH and in her absence DC. 	1x2=3

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				<ul style="list-style-type: none"> • Daily attendance record is kept on both MIS and a spreadsheet with attendance codes highlighting the reasons for absence. • Small number (3) of shielding students under medical guidance are receiving work online. 	
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>)	3x4=12	<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 • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2, updated 18th August) • Full use is made of those staff who are self-isolating but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants 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 	Yes	<ul style="list-style-type: none"> • In regular contact with staff to identify issues restricting return to work. All teaching staff that were previously shielding have now spent some time in school. This is to support their return in September. • Training days are being used effectively to support our control methods and ensure that staff have a consistent approach to them. • We are fully staffed for the academic year 2020-21. In the summer we appointed 6 teachers to support the curriculum. • Staff attendance will be monitored daily and if numbers fall to low, plans will be implemented, such as booking in cover agencies. • A blended learning approach is in development in case staff numbers should fall below capacity to support the full opening of the school. This will also be utilised for a local lock down or the need for a bubble to self-isolate. • Bubbles have been developed in line with the numbers advised in the guidance. Bubble 1 – Key stage 4. Bubble 2 – year 9. Bubble 3 – Year 8. Bubble 4 – Year 7. • Within Key stage 3 bubbles we will create 	2x4=8

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		<p>maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</p> <ul style="list-style-type: none"> 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>further bubbles by teaching primarily in form groups. This will minimise the number of children who are at risk of self-isolation if there is a confirmed case within a bubble.</p> <ul style="list-style-type: none"> Staff will socially distance throughout school, including when moving around the building. Where possible, we will seek to use long term cover, if we know a member of staff will be unavailable for a certain period of time. It is likely that these staff are known to us and will have a prior understanding of our general systems. 	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x2=4	<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. (added in v2) XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Yes	<ul style="list-style-type: none"> This process can go ahead with minimal impact, other than slight delays to the speed of the process. The usual processes can be maintained via phone calls and virtual meetings. Weekly review by Head's PA (admission officer) followed by regular updates and review with the Headteacher (or appointed deputy) as required. Fair Access continues to be an active organisation and the Head's PA and Headteacher meet regularly to review the process and any applications that are made. KNBS will maintain the support they provide students that obtain a place via the SAN sharing panel. These students are immersed into the school and have the same responsibilities as other students and access to the highest levels of support 	1x2=2

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2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	4x4=16	<ul style="list-style-type: none"> • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • XXX maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • XXX designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks) and to enable distance between teaching staff and pupils. • XXX of unused classrooms that could be utilised • In NS/NC where additional space is identified for accommodating 2-year olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2) 	Yes	<p>There are a number of control measures that have been put in place on site to support students' return to school:</p> <ul style="list-style-type: none"> • Hand sanitisation stations setup in every classroom. • Posters explaining procedures displayed in all classrooms and toilet areas. • All classrooms have front facing desks as outlined in the guidance. • All staff desks have been moved to provide the maximum social distancing achievable. Where face to face desks cannot be moved (e.g. computer rooms & canteen) acrylic screens have been built to prevent particle spread. • One-way system established around school and staggered start and finish times. <p>Our site (especially during building works) does not have the capacity to support bubbles being zoned in parts of the school permanently. Therefore, we have: Completed a site review of adequate spaces for groups of bubbles students.</p> <ul style="list-style-type: none"> • Grouped bubbles into mini bubbles in KS3 by teaching in form groups. • Double lessons are being used where possible to reduce movement around the building. • Staggered break and lunches will ensure that bubbles have sole access to the canteen and dining room. • An initial ban on extra-curricular activities 	2x2=4

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				until the review of the start of term can be made. This is because of the potential cross contamination of bubbles that it might cause.	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	4x4=16	<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 and space maximised, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with 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, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual. • In EYFS handwashing supervision is in place. (added in v2) • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet 	Yes	<ul style="list-style-type: none"> • Our current classrooms are difficult to maintain social distancing; however, the new guidance instead looks at front facing classrooms. All classrooms that can be adapted are now front facing. Where face to face desks cannot be moved (e.g. computer rooms & canteen) 2x3 acrylic screens have been built to prevent particle spread. • One-way systems will support safer movement to and from venues. • All toilets have sufficient soap and sanitiser – toilets are checked and cleaned regularly. We have increased the contact hours of our cleaning staff to ensure that we have cleaners on site at all times to enable regular cleaning of high use areas and certain classrooms as identified on the timetable. • Classroom layouts and office layouts clearly identify the maximum number that should be permitted. • All desks now face the front of the classroom. • We do not have sufficient hand washing facilities for each learning zone. To counter this issue, we have introduced hand sanitiser stations in all classrooms and utilised areas. We also have sanitisation stations on the entry to school for every student, member of staff and visitor. 	2x3=6

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		<p>requirements of social distancing including groups who do not mix with other children or other small groups</p> <ul style="list-style-type: none"> • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • 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. 	<ul style="list-style-type: none"> • Timetable has been developed to allow for bubbles to socially distance wherever possible. If classrooms are shared in a day then the surfaces will be wiped down in between. • Within the timetable double lessons have been implemented to reduce the movement around the building. We have also redesigned the Key Stage 3 timetable to minimise movement within any day. • Creating zones for those bubbles that change on a daily basis wherever possible. • Clear signage has been displayed around the building and in classrooms. • We have designed staggered lunches and breaks to avoid contact between bubbles. • Our canteen has redesigned their offer to provide healthy and nutritious grab and go style meals. This reduces queuing time and avoid the needs for plates and cutlery that could increase the risk of cross contamination. • New dish washers have been installed to allow for the enhanced cleaning of the canteen equipment. • Remote Learning policy in place which accommodates self-isolating bubbles and individuals. The school's platform of choice is Microsoft teams. • School has completed an audit of IT access at home and is distributing laptops received from the DfE and purchased through catchup funding. • Risk assessment formally reviewed monthly and on-going informal review between periods. 	
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There is a need for review use of space to allow for the school to fully operational	3x3=9	<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 • The EYFS environment is re-organised to meet requirements of 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 e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. • 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. 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. 	Yes	<ul style="list-style-type: none"> • We have been working with BCC over the lockdown period to increase our classroom capacity. We have added 3 rooms over the summer break and another room is being planned for. • Following the induction day for each year group assemblies will be cancelled, and messages passed instead through form periods, either by video or memos; this limits the need for large gatherings. • One-way system around school, including in the canteen. • Immunisations have taken place over the lockdown period and they will not commence in school again until next year, and only after a full risk assessment process. • SEND co-ordinator has produced a plan along with the teaching assistants to meet SEND student's needs. • SEND spaces have been redesigned to allow the team to create/maintain positive bonds with students. Plastic screens and/or visors can be used by staff where activities do not allow for 2m distancing. • There is a cleaning plan in place, including specialist equipment. • Staff have built in, where possible, quarantine for equipment, spacing out how often it is used to ensure that it is safe for the next user. For instance, we have purchased an additional set of harnesses for rock climbing so that one set can always be in quarantine. • Music lessons will commence, and risk provided by peripatetic teachers, with social distancing being enforced and an 	2x3=6
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			<p>acrylic barrier between teacher and student.</p> <ul style="list-style-type: none"> • Our PE department adaptations for the Autumn term includes planning to incorporate outdoor activity whilst complying with up to date relevant sporting governing bodies playing guidelines. • We have taken into account governing body guidance and advice to ensure we are offering the safest opportunities to our students. For instance, rock climbing on our climbing wall will be our primary outdoor education offer for the first term. This has been separately risk assessed and signed off by experts. • Pupils to attend school in PE kit when they have PE that day as we will not be using changing rooms, which is in line with guidance for sporting venues. • The school is limiting external providers where possible to reduce risk. 	
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils				
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	2x2=4	<ul style="list-style-type: none"> • As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods 	<ul style="list-style-type: none"> • All previous plans have been introduced to parents and feedback sought, re-opening plans will be shared in more detail and initial schedules released, this will include updated facts based on parental and staff feedback. School website to be the key hub for sharing information to parents. • We are emailing out to parents through our new MIS so key information is shared with parents and carers. These emails are being carefully planned so that parents are informed but not overloaded. 	1x2=2

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		<ul style="list-style-type: none"> • NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. 		<ul style="list-style-type: none"> • COVID-19 section has already been implemented on our school website. We will be adapting this to a Reopening page. The landing page will be a contents page with links to the key information that relates to reopening. • Once this RA is ratified by Governors and shared with staff, we expect to publish it on our site – for transparency. • Any student categorised as at increased risk will have a key family liaison. This contact point will ensure that regular conversations and discussions are had, reviewing the situation. 	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2x2=4	<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. 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 • Ensure contact details of families are up to date. 	Yes	<ul style="list-style-type: none"> • We have shared the PHE flow chart with all stakeholders. This is clear and easy to understand. In the event of a case or someone showing symptoms we will contact the relevant families asap and direct them in what they need to do. • If a student arrives in school who has been directed to self-isolate, we will treat them with kindness, however there is a mechanism in place to isolate them. Those dealing with that students will have access to appropriate PPE. • Notify us, book a test, notify anyone in that group, we will await the guidance from the Track and Trace, and these will be clearly shared with parents. The responsibility of students to inform school of symptoms form part of the student's code of conduct. • Medical needs room established as the first point of contact for students to attend if unwell. 	1x2=2

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				<ul style="list-style-type: none"> Separate room for anyone displaying symptoms of COVID-19. 	
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	3x3=9	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual. Refer to school's hygiene policies Accessing the learning available from DfE: Clarity around attendance expectations; 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 Information about how to <u>connect families to local support is available here.</u> NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	Yes	<ul style="list-style-type: none"> Although we have introduced hand sanitisation stations due to our lack of hand washing capability, we will continue to encourage hand washing. During staggered breaks each bubble will have sole access to the toilets and appropriate hand washing will be both encouraged and monitored. Code of conduct to clarify expectations, including behaviour, sanitation and socially distancing. This will be shared with students and parents. We will reinforce the Koosh website to families to support mental health and well-being. All of our Pastoral team have completed courses over the lockdown period to enhance the support available to our students. For example, all HoY have completed a bereavement support course. Our new PSHE lead has been and will continue to develop resources for supporting students in form time as well as in dedicated PSHE lessons for all year groups. 	2x2=4
4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social	4x4=16	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. 	Yes	<ul style="list-style-type: none"> With more than one bubble expected in school, there start times will be staggered. Signage will be displayed throughout school and one-way system introduced 	3x4=8

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distancing guidelines		<ul style="list-style-type: none"> • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). 		<p>with 2 metre distance boxes. Students will be expected to hand sanitise before entering their venue.</p> <ul style="list-style-type: none"> • Dismissal from sessions will also be staggered to allow social distancing on exit. Student travel home and conduct regarding social distancing will be addressed within their code of conduct. • Different start times for each bubble to avoid rush hour travel. • End time will also be staggered allowing students to travel home in bubbles. • Video shared with families to encourage an understanding of when students should be in school. • If isolation is required DSL and Pastoral leads will contact vulnerable students at least once per week, to ensure their continued support. 	
Daily attendance registers for new cohorts are not in place	2x2=4	<ul style="list-style-type: none"> • XXX responsible for completion of school daily attendance registers • XXX responsible for completion of DfE daily submission (if applicable) • 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. 	Yes	<ul style="list-style-type: none"> • Heads PA has responsibility to complete submissions to DfE. Deputies in place to cover in case of staff absence (D Clayton, L Smith, C George) • Deputies are also in place for the Safeguarding submission to BCC (S Holland, S Goult, D Clayton) • Attendance will be monitored by our attendance officer. • All students have been transferred to our new Management Information System and contact details are held, although these are being reviewed regularly. • Updated attendance guidance shared with 	1x2=2

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				all relevant parties.	
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x3=9	<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. 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 <u>flowchart from Public Health</u> • Ensure contact details of families are up to date. 	Yes	<ul style="list-style-type: none"> • Staff briefed during Inset days prior to student return and Flowchart from PHE shared with staff. • Regular communication and guidance published to staff to make them aware of the new procedures. Briefings will continue twice weekly, however in a new venue (lecture theatre), as social distancing is not achievable for all staff in the staff room. • There is clear guidance of expectations of what staff should do if a child falls ill during school, this flow chart will be shared with staff and displayed on teacher desks. • We have already begun to update contact details and will continue to do so throughout the year. 	2x3=6
Resumption of day visits	4x4=16	<ul style="list-style-type: none"> • In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). <ul style="list-style-type: none"> ○ Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. ○ Use of outdoor spaces in the local area to support delivery of the curriculum. ○ Usual full and thorough risk assessments in relation to all educational visits. 	Yes	<ul style="list-style-type: none"> • EVC has recertified during September and a deputy is also trained. • BBC full guidance and advice to be sought through the OEA service from BCC. • Full rigorous risk assessments including protective measures will be carried out and uploaded to the online evisit system • To begin with our planned outdoor education will be on the school site, using our climbing wall. • Due to the potential risk at this point no other trips are planned. This blanket ban 	1x3=3

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		<ul style="list-style-type: none"> Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 		<ul style="list-style-type: none"> will be reviewed on a fortnightly basis. Risk mitigated by not resuming day visits at this time, 	
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	1x1=1	<ul style="list-style-type: none"> FSM Voucher scheme is continued Issues with food poverty to be addressed through application to Early Help Hubs 	Yes	<ul style="list-style-type: none"> The Voucher scheme ended 31/08/2020. FSMs will be provided to those who are eligible through our canteen service. Any food poverty issues will be addressed following the correct procedures. We have successfully applied for financial support for a number of families during lockdown and thanks to our parents we were able to generously support our local foodbank 	1x1=1
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	4x4=161	<ul style="list-style-type: none"> Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups. Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. Offer services on rotational basis. Consideration of use of space for food preparation and consumption Communicate decisions to parents and encourage 	Yes	<ul style="list-style-type: none"> There will be no breakfast club for the foreseeable future. Students will have to eat before they attend school. We will not provide any food to students before or after lunch due to the issues of contamination. However, we will have a supply of packaged healthy breakfast bars for vulnerable students. There will be a staggered lunch for all students in the middle of the day with each bubble staggering into the canteen to allow for cleaning in between. Extracurricular clubs will be postponed for the start of term. This will be reviewed as we monitor the procedures in place and if they are then allowed it will be introduced in a cautious and considered manner. Risk is mitigated by not running these 	1x4=4

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		parents to limit the number of providers that they are accessing where possible. <ul style="list-style-type: none"> • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies 		sessions/clubs at this point	
Meals are not available for all children in school	3x3=9	<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 e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements 	Yes	<ul style="list-style-type: none"> • The canteen will operate a reduced menu, where grab and go food will be provided. These healthy options reduced the need for cutlery, plates and reduce queuing time. • The canteen staff are employed by the school and managed by the School Business Manager. Regular meetings will take place and the School Business Manager, and his team will support the staffing of this area to enable live monitoring of the protocols and procedures. • Health and safety guidance will be followed within the kitchen to ensure food safety hygiene is present. • Canteen staff will be provided with relevant PPE and plastic screens have been added for additional contamination security. • A one-way system is implemented in our canteen and hand sanitisation will take place on entry, before food is consumed. • Students with specific dietary requirements will be communicated with separately by the School Business Manager. 	2x2=4

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6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	4x4=16	<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 <u>an addendum for the BCC Model Safeguarding Policy</u>. Link added in v3. A new safeguarding model needs to be adopted from September 2020. 	Yes	<ul style="list-style-type: none"> School safeguarding policy has been updated from the BCC model to align with KCSIE 2020. A virtual weekly monitoring meeting had been established with key staff so that monitoring of key cases can be discussed and required action implemented. These meetings will continue in the new term. A revised document for evacuation is attached, this will be shared with staff and will form part of the induction for each year group. Designated Senior Leads will continue to liaise with the Local Authority Children's Trust 	2x2=4
High risk of increased disclosures from returning pupils	3x3=9	<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 	Yes	<ul style="list-style-type: none"> DSL and senior leader coverage everyday via the rota. All staff are adept at using the My Concern software. New staff have training on this system as part of the safeguarding training during induction. Deputy DSL is responsible for maintaining a safeguarding spreadsheet/ live risk assessment to monitor and maintain contact with vulnerable families. Changes to BCC safeguarding during Covid-19 has been circulated to all DSLs. 	2x2=4

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				<ul style="list-style-type: none"> Internal DSL meetings will be re-established on our return to school to ensure effective communication and consistency in our approach. *DSL = Designated Senior Lead for Safeguarding 	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x3=9	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Yes	<ul style="list-style-type: none"> All pastoral staff have completed bereavement training. A school wide database of affected Covid-19 families is being maintained to initiate offers of support. BCC commissioned mental health support information has been circulated to staff and publicised with families. Staff mental health support has also been circulated by senior leadership and the mental health first aider. We have promoted Koosh with our families and encouraged its use. Staff training days will explore the signs of trauma and how we can support as a school. 	2x3=6
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance	3x3=9	<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 	Yes	<ul style="list-style-type: none"> Expectations for pupils is outlined in the pupil's code of conduct and in our behaviour policy. This has been adapted to meet the current circumstances. Our new Behaviour Policy will be published and shared with parents. Adaptations to support the current protocols will be supported in school via duty rotas, increased supervision and adaptations to the school environment e.g. visual reminders. 	2x3=6

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		<p>minimised.</p> <ul style="list-style-type: none"> • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 		<ul style="list-style-type: none"> • A revised and updated Health and Safety briefing for staff will be circulated as part of the inset days. • Pastoral team to monitor behaviour patterns of groups and individuals, and all staff to endeavour to apply social distancing within their classroom. We will encourage speedy communication with home to work collaboratively to avoid more significant sanctions. • Break/lunchtime duty staff to enforce social distancing with students. • Virtual transition meetings have enabled the effective transfer of key information and our teams have already planned for transition for new starters. 	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	4x4=16	<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum. • Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Up to and including key stage 3, prioritisation within subjects of the most important components above 	Yes	<ul style="list-style-type: none"> • Assessments have been planned to enable us to identify issues that we can address and plan suitable interventions. • Heads of Year to liaise with subject teachers and heads of departments around certain pupils who due to personal circumstances have fallen behind during time away from school more so than others. • Period 6 sessions will commence for year 11 asap and have been added to their timetable and revised times of the day. • Our adapted timetable aims to maintain the broad range of subjects we offer. We do not envisage significant changes to curriculum time that a year group accesses in specific subjects. • Heads of Department have already 	3x2=6

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		<p>removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p> <ul style="list-style-type: none"> • 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. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations. • 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. • Additional financial support has been made available to schools to address gaps in learning. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school • Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble 		<p>adapted the curriculum plan for their area to minimise the impact of lockdown and virtual teaching. Skills that may have not been taught will be built into the teaching of this year's content.</p> <ul style="list-style-type: none"> • The school has registered with the National Tutoring Programme and has been accepted. Our partner is Teach First. This should enable us to employ 2 tutors that will support catch up. • Focus on KS4 and ensuring their timetables allow them to catch up and thrive on their given exam courses. Priority given in timetable planning so that they are in their normal rooms with their normal teachers wherever possible. • Additional finances used to appoint local tutors to allow students to catch up in after school and holiday sessions. • Some subjects will have to adapt their teaching in the short term while we seek clarification of what can be taught (eg Science, PE and DT). • A full review of GCSE changes has been carried out and Heads of Department will be developing plans to share with students and families to ensure successful completion of the content within their course. • Year 11 assessments will take place early in the term to identify student strengths and weaknesses. Plans for intervention will be developed based on this data. • Our form time and PSHE programme will be adapted to support students return to school and the challenges that they may face. 	
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				<ul style="list-style-type: none"> All families are contacted at the earliest opportunity if a child who is not in an isolating bubble is not attending school. 	
School unable to meet full provision required in line with EHCP	2x2=4	<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 with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. Access support through health and social care offer Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service 	Yes	<ul style="list-style-type: none"> The SEND team have had regular contact with EHCP families and in ensuring that they are safe, healthy and learning as best as possible. This support has maintained the relationships that have already been established. Additional contact via teaching assistants has been put in place and the capacity increased through recruitment. Almost all new year 7 students with identified needs (from Primary) have met the SEND team to discuss support and transition. 	1x2=2
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	2x2=4	<ul style="list-style-type: none"> Access BEP offer for online resources NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school Review online offer for pupils that are unable to attend school Learning offer for pupils unable to access online resources Access Early Help Hub support for those pupils affected by ICT poverty Differentiate offer for eligible children that can't attend school to support future transition 	Yes	<ul style="list-style-type: none"> In the short term we will use a combination of resources being used for remote learning: <ul style="list-style-type: none"> Show my homework Hegarty Kaboodle Oaks National Academy Bitesize Longer term our curriculum team will be devising a planned response to incorporate blended learning if required. This would be for use during self-isolation, or local lockdown. As part of our blended learning planning internet access will be reviewed via an audit so we have details to enable suitable methods of work delivery. For example, so far 6 laptops have been lent to families from school and a further of 11 should be 	1x2=2

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				arriving via BCC for year 10 disadvantaged families. For those without IT access paper copies of work have been issued for collection or delivery.	
Pupils moving on to the next phase in their education are ill-prepared for transition	3x3=9	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	Yes	<ul style="list-style-type: none"> • Year 6 to 7 transition, an initial transition booklet and letter have been sent to all year 6 families, the Head of Year is currently developing a transition web page to include: <ul style="list-style-type: none"> ○ Virtual tour ○ Videos from key staff ○ Transition activities • SENCO has identified SEN students in year 6 and is liaising with families to gain an accurate and update picture of their needs. • BEP has produced transition spreadsheets and activities for consistency across all schools in Birmingham, these spreadsheets will be populated with students' names and circulated to primary school on week beginning 1st June. Transition survey for year 11 will be implemented on week beginning 8th June to gain a full picture of application and offers for post-16 study. This information will be reviewed, and priority contact will be given to those at risk of need. Already year 12 access to resources has been made available through partnership through KNGS, Pearson and Halesowen College. • Year 7 to have their own separate and independent induction day (03/09/2020) to ensure they are comfortable and ready for a whole school day. • All year 10 to take part in interviews and 	2x2=4

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				preferred destinations and required grades collect early in the year. This spreadsheet is used to identify students who are not on track to reach what they need. RAG groups will intervene to support.	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	4x4=16	<ul style="list-style-type: none"> Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff Advice sought from LA to support staffing levels or support eligible children to access provision through another school Chair of responsible body kept informed throughout 	Yes	<ul style="list-style-type: none"> Regular communication with staff providing updates to ensure our staff capacity meets the learning requirements of students attending school. Internal Cover staff would be used to enable students to attend school as normal. The school would also consider the use of external cover staff that were known to the school. Blended learning would be implemented: virtual sessions to be organised with staff working from home via Microsoft Teams and/or posting of video tutorials their school laptops. If staffing levels did not allow for a phase to be completed, the school will move back through phases to ensure safety of staff and pupils 	2x3=6
Identify staff unable to return to school	3x3=9	<ul style="list-style-type: none"> XXX staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls Identify specific activities for staff who are vulnerable/shielded 	Yes	<ul style="list-style-type: none"> All staff previously shielding have had individual communication or meetings with their line managers. All teaching staff returning for September. Some support staff unable to return and their roles are being covered through internal reorganisation. If staff have to self-isolate, support and IT facilities will be used where appropriate for them to continue working from home. They will be expected to use online services to continue their role. 	2x2=4

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Staff are insufficiently briefed on expectations	2x2=41	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the extra mental health support for pupils and teachers. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school • Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19) 	Yes	<ul style="list-style-type: none"> • Staff receive regular updates and key information is posted for them to review. • Staff receive draft and final versions of the school RA. • Briefings are carried out regularly: e.g. Health and safety briefing. Induction sessions, safeguarding updates, planning sessions. • There is support for staff well-being in place. • Health and Safety briefing has been produced and an opportunity to provide feedback has been offered on our plans. • Staff mental health and well-being ambassador appointed (HC) and available for staff to liaise with if they need to. • A school councillor has been contracted 1 day per week to support specific students and staff, where checks have highlighted concern. • Staff survey is been carried out wc16/10/20 to help identify any additional support needs. 	1x2=2
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
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	4x4=16	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular 	Yes	<ul style="list-style-type: none"> • Adaptation are being made to the timetable to enable a reduction in movement. • Duty rotas have been established to monitor and support students to social distancing and to avoid cross bubble contact. • Classroom layouts have been changes so there are no group tables and all tables are in rows facing the front. 	2x2=4

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<p>pupils are unable to or do not observe social distancing at break and lunch times</p>		<ul style="list-style-type: none"> cleaning of regular touch points The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. NS/NC children are organised in small groups with a key worker and move around with them. Lesson change overs are staggered to avoid overcrowding. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. Agree how safety measures and messages will be implemented and displayed around school 		<ul style="list-style-type: none"> Hand sanitisation stations and posters displayed in all classrooms and toilet areas. One-way system introduced all around school with signs to show this. Staggered start and end times to the school day is to be introduced. There will be staggered start to lunchtime, with each bubble going down at a different time. Movement of pupils will be minimised, with double lessons being implemented. Staff will have their own bag with personal supplies, such as pens, cleaning equipment, markers etc. 	
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	3x3=9	<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. 	Yes	<p>The guidance clearly identifies that social distancing cannot be achieved in classrooms and schools. This means that maintaining bubbles is the most significant control measure, that classrooms are adapted to avoid face to face seating arrangements, and hygiene is at the forefront of what we do:</p> <ul style="list-style-type: none"> Classrooms have all been re-arranged so that students face the front. Hand sanitisation stations in all classrooms. Cleaning will take place between different bubbles using equipment or rooms or equipment will be unused for 48 hours to enable it to be ready for re-use. 	2x3=6
<p>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing</p>	2x2=4	<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 	Yes	<p>Staffroom: This has been adapted to provide more kitchen space to enable easier distancing • It will no longer be used for briefings to minimise the staff numbers using the facility • Staff have been provided with their own travel mug so</p>	2x2=4

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guidelines		essential therapeutic services		<p>that drinks can be taken away from kitchen areas. • Various drink production areas are to be used, e.g. Performing arts block, staffroom, main reception, Pastoral office.</p> <p>Classrooms:</p> <ul style="list-style-type: none"> Teacher desks have been placed at the front of the room with a space for teaching (by the board). This is positioned as far from the student desks as possible. <p>Medical Room:</p> <ul style="list-style-type: none"> This has been moved recently to increase its size and provide access to a separate bathroom facility. A separate isolation room is in place for those with symptoms of COVID-19. <p>Offices:</p> <ul style="list-style-type: none"> These have been reconfigured where necessary. All offices have signs reminding staff of social distancing rules, they also state a maximum number of staff for that room. 	
Queues for toilets and handwashing risk non-compliance with social distancing measures	4x4=16	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Floor markings are in place to promote social distancing. Pupils and staff know that they can only use the toilet one at a time and enough 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 	Yes	<ul style="list-style-type: none"> Pupils will be allowed to go to the toilet when they require to avoid congestions. During breaks and lunches a bubble will have sole access to toilets to minimise queuing. Queuing can be achieved outside of toilets thanks to the one-way system in place. Toilets will be cleaned regularly during the day with constant available hand sanitiser and hand soap. Catch it, bin it, kill it, posters displayed in all classrooms and toilet areas. 	2x3=6

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		<p>the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</p> <ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. Children are encouraged not to touch peers. Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 		<ul style="list-style-type: none"> Supplies of soap and sanitiser will be checked and monitored regularly. Hand sanitiser is in place in every classroom and students will sanitise as they enter a new room. Social distancing floor markers are in place and a one-way system is clearly identified. 	
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	4x4=16	<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 More frequent cleaning of rooms / shared areas that are used by different groups Working hours or additional capacity for cleaning is 	Yes	<ul style="list-style-type: none"> A deep clean has taken place in the toilet areas already and toilets will be a part of the cleaning regime daily. They will be monitored every hour and surfaces/contact points will be sanitised. Cleaning staff will wear appropriate PPE (gloves, aprons, face masks). A timetable will staff cleaning staff all day, meaning there will always be cleaning staff present throughout the day. An enhanced cleaning regime has been produced to include all touchable areas, such as door handles, chairs and tables etc, Agency staff will be used to fill any gaps 	2x3=6

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		<p>planned and in agreement with cleaning staff.</p> <ul style="list-style-type: none"> • Toilets to be cleaned every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 		<p>that emerge</p> <ul style="list-style-type: none"> • KNBS has ordered an advanced industrial standard fogging machine that will quickly sanitise and clean larger areas. Staff training will be booked in as a matter of urgency and a plan will be put in place to clean the building regularly with the fogging machine 	
<p>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</p>	<p>4x4=16</p>	<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. . (added in v3) • For EY suitable PPE equipment is available if 2m from the child cannot be maintained. 	<p>Yes</p>	<ul style="list-style-type: none"> • The cleaning staff have been given guidance on protocols for cleaning non-healthcare settings during the pandemic. • If we get a confirmed case of COVID-19, then a specialist company will be called in to deep clean all areas we believe were accessed by the confirmed case. Waste disposal bins will be put in the cleaner's cupboard, where all PPE, cloths, or other waste will be disposed of after 72 hours of being put in the bin. 	<p>2x3=6</p>
<p>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</p>					
<p>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</p>	<p>4x4=16</p>	<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 	<p>Yes</p>	<ul style="list-style-type: none"> • The SBM will receive daily updates of cleaning stock from the cleaning supervisor. • Daily meetings and review will take place to identify any issues or areas that need further cleaning. • Additional stock has been ordered and currently we have good stock of soap, 	<p>2x2=4</p>

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		flammable liquids should be referenced in your Fire Risk Assessment. (added in v3) <ul style="list-style-type: none"> • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. • Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 		sanitiser and other products. <ul style="list-style-type: none"> • Posters are displayed around school, in toilet areas to highlight the importance of washing hands regularly. 	
Inadequate supplies and resources mean that shared items are not cleaned after each use	4x4=16	<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. • 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 	Yes	<ul style="list-style-type: none"> • Encouraging all students to use their own equipment, and none of our sessions will require them to share equipment of resources. • Students who do not have their own writing equipment will be provided this by the school for them to keep. • Cleaning levels are monitored and the thresholds for ordering has been changed to ensure there is a constant supply of materials in school. • Any equipment, such as specialised equipment, will not be used until at least 48 hours after someone else has used it. • The order of lesson may need to be reorganised to ensure that equipment is safe to use. • Additional expense is recorded, and this is monitored by the Headteacher/School Business Manager and reported to the Governing Body as part of our financial management procedures. 	2x4=8

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		<ul style="list-style-type: none"> The governing board finance committee is aware of any additional financial commitments 			
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (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	2x3=6	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. This guidance has been explained to staff and pupils as part of the induction process. Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. Staff are aware of the location of the emergency PPE pack. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. Keep up 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 	Yes	<ul style="list-style-type: none"> The school will follow the Government's track and trace procedures. All stakeholders will have access to the Public Health England flow chart to support their understanding. We intend to keep our medical needs room the area where should someone fall ill that is where they are kept. However, someone displaying signs of COVID19 will be escorted to the meeting room to be collected. Medical staff to wear PPE always. Changing into new PPE when they enter the room. A phone call home to collect students will commence and parents will pick them up from outside the building. This has been published to staff and parents. September staff training will ensure that staff are fully aware of procedures and resources available to them. Leaders and key staff have received updated information on reporting of cases via the PHE checklist. Updates and guidance from BCC is monitored and updates are stored in hardcopy for reference. Remains a standing item on weekly SLT meetings. Confirmed case check list is distributed with Key staff. 	2x2=4

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		<p>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</p> <ul style="list-style-type: none"> • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> • <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	3x3=9	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 	Yes	<ul style="list-style-type: none"> • Students will be isolated if they develop any symptoms of COVID-19. They will be isolated in the appropriate room (The meeting room). The door will be closed with windows open for adequate ventilation. • These rooms also have easy access for students to be collected without coming in to contact with other students and staff. • PPE is available for medical staff in these circumstances. 	2x3=6

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		<p>cases, along with other affected areas, including toilets.</p> <ul style="list-style-type: none"> Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings 		<ul style="list-style-type: none"> Procedures are in place to safely dispose of all PPE used and to effectively clean the room used. 	
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	3x3=9	<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 	Yes	<ul style="list-style-type: none"> PPE will be given to any cleaning or medical needs staff as they are at highest risk of catching/ transporting any infections. This PPE includes, face shields, face masks, aprons, gloves. Medical needs room and meeting room to be used for dealing with medical needs and isolating students. We will be encouraging the use of masks for students' journey to school and if multi-bubble movement around the building is required. Students who wish to wear a mask throughout their school day will be supported to do so, however it must be an appropriate and fit for purpose mask and they should avoid continuously putting it on or taking it off. 	2x2=4

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		complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance			
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	2x2=4	• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines	Yes	• This would only be required in a medical emergency. PPE requirements have been assessed as per the DfE guidance. • PPE has been secured for medical emergency and for cleaners including: <ul style="list-style-type: none"> ○ face masks ○ face shields ○ aprons ○ gloves • LA support and contacts are in place should we fall support. Usual suppliers will be used to order PPE. • Screening and temperature checks reduce the need for PPE as symptomatic students will not be attending	2x2=4
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	2x3=6	• 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.	Yes	• There is an ongoing building project on site with clear controls and safety plans in place. • Areas of the school site will remain restricted and out of bounds to enable a clear boundary between building works, contractors, students and staff. • Contractors health and safety plans are detailed and have been shared with school and BCC. • Social distancing remains in place with all contractors and visitors to site.	2x2=4

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		<ul style="list-style-type: none"> • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works and associated risk assessments • Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building 			
Fire procedures are not appropriate to cover new arrangements	3x3=9	<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. • Fire drill arranged in line with Covid plan. 	Yes	<ul style="list-style-type: none"> • Fire procedures will remain the same. In all locations where students and staff will be, they will exit via their nearest exit. • Fire marshal evacuation plan has been established so all zones are cleared quickly. 	1x2=2

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RISK Assessment Tool (V7)
14/10/2020

Fire evacuation drills - unable to apply social distancing effectively	2x2=4	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	Yes	<ul style="list-style-type: none"> Students and staff will leave via their closest exit and go straight to the fire evacuation zone. A social distant measure spreading out onto the field may be required depending on numbers per day. Fire drills will take place within bubbles to allow students to get used to any changes in the procedures updates will be provided within the student's code of conduct. 	1x2=2
Fire marshals absent due to self-isolation	3x3=9	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Yes	<ul style="list-style-type: none"> Fire marshal evacuation plan is established to manage any absent fire marshals. Backup fire marshals in place to ensure all zones are cleared. 	1x2=2
Statutory compliance has not been completed due to the availability of contractors during lockdown	3x3=9	<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 	Yes	<ul style="list-style-type: none"> The premises inspection checklist will be completed, and all statutory testing checks updated on there. A record will be kept by the SBM. 	1x2=2
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	4x3=12	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	Yes	<ul style="list-style-type: none"> Our schools financial plan had been shared with the Governing Body and was presented in June/July. A COVID-19 expenditure spreadsheet has been set up and we have received reassurance from DfE that funding commitments due to COVID-19 will be reimbursed. SBM will complete a review of savings that have been made due to closure to most students – e.g. lunch time duties and unforeseen liabilities – catering staff wages 	3x3=9

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		<ul style="list-style-type: none"> • NS/NC are aware of financial support available to support sustainability 		without and income from catering sales. SBM and Headteacher to review expenditure to bolster any reserves.	
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
Considerations <ul style="list-style-type: none"> • Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. • There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. • In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes • The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. • Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. • It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. 					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff	2x2=4	<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 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 	Yes	<ul style="list-style-type: none"> • The school will request details from families of students attending school regarding underlying health issues and maintain a confidential database. • School has put in place a hierarchy of measures to safeguard students and staff in line with government guidelines. • Where appropriate staff who are at risk will not be required to have face to face contact with students. 	1x2=2

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		<p>children and staff who have identified as having asthma have up to date care plans.</p> <ul style="list-style-type: none"> Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff who were clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. Current government guidance is being applied. Consider advice from Public Health England regarding BAME staff in section above. Seek advice from Occupational Health Service 		<ul style="list-style-type: none"> Ensure BAME support staff can work in isolation to add a layer of protection and that they have access to PPE. Meet with them on a two weekly cycle to ensure that all obstacles are managed. 	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	2x2=4	<ul style="list-style-type: none"> No. of BAME staff No. of BAME staff risk assessed and requiring to remain shielded at home No. of BAME staff able to return but requiring additional support Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	Yes	<ul style="list-style-type: none"> A hierarchy of measures have been put into place to ensure the staff are safe, however school will support staff with their anxieties and where possible we would enable them to complete their roles virtually until further guidance is received. 	1x2=2

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Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	2x2=4	<ul style="list-style-type: none"> No of BAME pupils No of BAME pupils risk assessed and requiring to remain shielded at home No of BAME pupils able to return but requiring additional support There are enough numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 	Yes	<ul style="list-style-type: none"> Schools procedures around re-opening have planned to allow anxious families to access them virtually rather than face to face attendance. Where families have significant concerns around their son returning to school, this virtual offer will be made. 	1x2=2
Parents do not follow advice on social distancing when visiting the school	2x2=4	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings 	Yes	<ul style="list-style-type: none"> Communication will be made via our website and emailed to parents. Parents/ visitors entering school will be asked to socially distance. No parents/visitors will be allowed to enter past reception unless they have an appointment with a member of staff. 	1x2=2
17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in	3x3=9	<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 	Yes	Please see attached documentation	1x3=3

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the current circumstances		to be adopted from September 2020. Link added in v3.			
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering 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 and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Yws	<p>This risk assessment was last reviewed</p> <p>This will be reviewed every week for the first half term. At that point we will consider longer gaps between review.</p>	
18. Home to School Transport					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> • Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. • As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools. • In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</p>					

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Pick up and drop off times	3x3=9	<ul style="list-style-type: none"> • As per <u>Government guidance</u>: • <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i> • <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i> • <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i> • <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i> <p>In addition:</p> <ul style="list-style-type: none"> • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. • Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. • 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. 	Yes	<ul style="list-style-type: none"> • Pupils instructed to enter school through certain gates to avoid any congestion. • Plan of opening times will be attached to this risk assessment. • Pick up and drop off times will be attached. • Hands will be sanitised before entering school at the school gates. • See opening timetable attached 	2x3=6
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		<ul style="list-style-type: none"> Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Additional cleaning of designated school transport. 			
Children arriving late as a result of journey to school	2x3=6	<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> ➤ ensure that transport arrangements cater for any changes to start and finish times In addition: <ul style="list-style-type: none"> Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit 	Yes	<ul style="list-style-type: none"> We will follow our normal procedure of students going to reception if they are late, where they will register, hand sanitise and head straight to their lesson. 	2x3=6

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		<p>in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</p> <ul style="list-style-type: none"> • Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • For further information and guidance regarding any of the above points see: • www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk 			
Travel anxiety for new starters to secondary school	$2 \times 3 = 6$	<ul style="list-style-type: none"> • West Midlands Police have put together some resources to help students feel confident to travel and how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <u>All are available via this link.</u> • Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. Further information on managing capacity and demand on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, 	Yes	<ul style="list-style-type: none"> • We are having a separate induction day to support their transition. • A review of distance from school would suggest that vast majority of our pupils could walk/cycle. We will encourage these methods. • We now have a dedicated contact with WM transport, buses have been added for the end of the day to support staggered end points. • Staggered start and end times are in place to help alleviate the pressure on services at the start and end of the school day, since the start of term end times have been further extended to further improve social distancing of bubbles 	$2 \times 2 = 4$

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		tram and train journeys: <u>Travelling Safely on bus</u> (social distancing) <u>Travelling Safely on Metro</u> (social distancing) <u>Getting through train stations</u> (social distancing)			
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur	4x4=16	<ul style="list-style-type: none"> School Business Continuity Plan has been updated Proposed resourcing model is in place should lockdown and partial or full closure be required Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <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. Consideration of remote learning for young pupils or those with SEND. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Information and guidance have been shared to support parents and carers of children who are learning at home 	Yes	<ul style="list-style-type: none"> Business plan currently under development last reviewed 24.8.20 To follow advice from our local authority and Public Health England. We will follow public health flowchart attached. Track and trace information has been provided to all families and sign posted on our reopening page 	2x2=4

This is a model risk assessment based on Government guidelines on COVID-19 as at 02/07/2020 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). **KNBS has amended this risk assessment to our context.**

		<p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <ul style="list-style-type: none"> • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown • 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 • In local lockdown areas children in Y7 and above should wear face coverings when moving around communal areas where social distancing is difficult to maintain, such as corridors. Consider use of face coverings for pupils outside of local lockdown areas if appropriate. • 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. 			
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