Birmingham City Council's Risk Assessment Template

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Introduction

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

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

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:
• use of face coverings in classrooms for secondary age pupils and staff
• mandatory attendance expectations in different school phases
• arrangements for testing of pupils and staff
• current expectations for clinically extremely vulnerable pupils and staff
• curriculum expectations
• elective home education
• exams

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. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Additional guidance for Special Schools (and specialist provision) should also be considered as appropriate.

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

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide

transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). A risk assessment should be updated and revisited regularly.

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

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

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

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

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

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

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

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

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

| **Links to DfE Guidance**

As new guidance is produced weekly, please refer to **www.gov.uk** for updates
Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches | **Full opening March 2021:** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

Special Schools: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings

Out of School settings: 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

Testing in primary and nursery schools: https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools

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

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

Advice for parents: 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

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

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

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

	School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers **Safeguarding and remote learning:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 **EYFS disapplication:** https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications **Keeping children safe in education for schools and staff:** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 **Shielding and guidance for CEV**: 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 **Curriculum and teaching guidance:** https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 **Remote learning support for schools and staff:** https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 **Remote learning support for parents:** https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 **Transport to schools:** 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 **General travel guidance:** https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers **Recording attendance:** https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year

Governance and other resources	Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools
	Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum
	Useful contacts in BCC: • If subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk • Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk • Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk **Other resources:** ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/ RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield

Version No.	Page – Edits (page numbers correct at point of publication of that version)	Published
1	**Original**	26/02/2021

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 numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers	2x2=4	• Planning for full attendance of all year groups and complete the daily DfE attendance return. • Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. • Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. • Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. • Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. • Testing is voluntary and requires consent. • Sufficient access/supply is available to carry out the 3 tests at school for each pupil. • Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). • Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if	Yes	• New school times of the day have been established to support our bubbles' ability to avoid each other and remain apart. • Regular email/text communication provided to parents/students. • 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. • Daily attendance record is kept on both MIS and a spreadsheet with attendance codes highlighting the reasons for absence.	1x2=3

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parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school.

- Good record keeping on testing within school and with PH.
- Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent).
- Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. A <u>copy of letter has been issued and can be requested from parents</u>. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.
- Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.
- Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable.
- Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required.
- Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the <u>guidance for special schools</u>.
- Home to School transport in place where required.
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		• Preparedness to implement Test and Trace as set out the latest guidance.			
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	3x4=12	• 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. • CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers	Yes	• In regular contact with staff to identify issues restricting return to work. • 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 has been developed in contingency 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 further bubbles by teaching primarily in form groups. This will minimise the number of children who are at risk of self-isolation if	2x4=8

		provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. • 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • 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 as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance.		there is a confirmed case within a bubble. • 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	• 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.	Yes	• 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	1x2=2

		• 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.		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	

2. Plan how the whole school will be accommodated and encourage attendance

Measures are not in place to accommodate mandatory attendance	4x4=16	• Reduced contact between bubbles/groups continues to be reinforced • Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. • Removing unnecessary furniture out of the classroom to make more space. • Use of unused classrooms. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan.	Yes	There are a number of control measures that have been put in place on site to support students' return to school: • 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.	2x2=4

				• One-way system established around school and staggered start and finish times. 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. • 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 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	• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools' groups or bubbles should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.	Yes	• 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	2x3=6

		- Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. - Clear signage displayed in classrooms promoting social distancing. - Hand washing facilities identified for each learning zone - Ventilation is increased while spaces are unoccupied e.g. breaktimes. - Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. Where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Consider reducing the need to move between basic class spaces. Face coverings do not need to be worn by pupils when outdoors on the premises. Face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. - Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups. - Consider lunchtimes in the classroom for younger year groups. - In EYFS handwashing supervision is in place. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups. - Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. - Schools should engage with their local immunisation providers to provide the usual immunisation programmes on		- acrylic screens have been built to prevent particle spread. - Signage implemented to reinforce the use of face coverings inside the school. - 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. - Timetable has been developed to allow for bubbles to socially	

		site, ensuring these will be delivered in keeping with the school's control measures. • Participation in the Testing Programme for staff and secondary age pupils.		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.	
There is a need to review group participation and use of large spaces to allow for the school to be fully operational	3x3=9	- Encourage use of outdoor space, weather dependent. - 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. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe. - Design layout and arrangements in place to enable social distancing - The EYFS environment is re-organised to meet requirements of social distancing - Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. - Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed. Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.	Yes	- 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.	2x3=6

			- 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 acrylic barrier between teacher and student. - 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	

	RED			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.	ORANGE

3.   Communications to parents and pupils including discussing attendance expectations and preparing returning pupils

Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school	2x2=4	• As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. • COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. • Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. • Advice is made available to parents on arrangements for 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. • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs	Yes	• 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. • 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	1x2=2

		• LA support for individual or complex cases		links to the key information that relates to reopening. • This RA is ratified by Governors and shared with staff, we expect to publish it on our site – for transparency.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2x2=4	• Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. • Clear procedures and record keeping are 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	• 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. • Reception established as the first point of contact for students to attend if unwell.	1x2=2

				• 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	• LFD testing arrangements onsite and home, are communicated clearly to parents and carers. • Where home testing is not possible, arrangements are in place for the testing to be carried out at school. • Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. • Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family • Brokerage of access to Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. • Family Connect support explored if required. • 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	• 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					
The start and end of the school day create risks of breaching social distancing guidelines	4x4=16	• Consider stagger to start and end of day. • Break and lunchtimes are also considered to maximise teaching time. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe handover 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).	Yes	• 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 with 2 metre distance boxes. Students will be expected to hand sanitise before entering their venue. • 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.	3x4=12
Daily attendance registers for new cohorts are not in place	2x2=4	• Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners). • Designate staff responsibility for completion of DfE daily submission.	Yes	• 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)	1x2=2

		• Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review separate guidance on recording attendance. • Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.		• 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 all relevant parties.	
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x3=9	• Key messages are regularly reinforced in line with government guidance. Community languages are considered. • Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date.	Yes	• 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	• DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.	Yes	• No future visits or school trips to be planned until further updated guidance is available.	1x3=3

5. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers	1x1=1	- Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>. - A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. - FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible.	Yes	- 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=16	- Feasibility to continue or reimplement wrap-around provision e.g. PVIs and Childminders. - Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely necessary. - 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. - Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing.	Yes	- 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 initial return of students. 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.	1x4=4

		• Collaborate with other schools where there are arrangements in place. • Seek support from LA and other voluntary agencies.		Risk is mitigated by not running these sessions/clubs at this point	
Meals are not available for all children in school	3x3=9	• Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. • 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. • Consider lunchtimes in the classroom for younger year groups. • Usual considerations in place for dietary requirements.	Yes	• 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

6. Safeguarding provision to support returning children and increased referrals
Consider alongside online offer guidance: 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	• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • 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> to be used.	Yes	• 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	• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. • Multi-agency arrangements in place to support early help. • School is aware of support through Early Help Hubs. • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team.	Yes	• 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.	2x2=4

				• Changes to BCC safeguarding during Covid-19 has been circulated to all DSLs. • 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	• 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	• 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	• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.	Yes	• 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.	2x3=6

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). Schools should amend according to individual context. Please contact edsi.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

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		Control Measures		Further Actions	
		• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • 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.		• 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. • 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. Curriculum priorities 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	• 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	Yes	• 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	3x2=6

		education and relationships, sex and health education for secondary aged. • Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on <u>offer</u>. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released. • For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. • For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials • Up to and including Key Stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. • Most pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. • Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for		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 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. • 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

		secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. • 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.		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. • Our form time and PSHE programme will be adapted to support students return to school and the challenges that they may face. 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	• Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. • 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.	Yes	• 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. .	1x2=2

		• Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service.			

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	• Access <u>BEP offer</u> 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.
		• Staff deployment including support workers, trainees and volunteers.
		• Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer.
			Yes	• In the short term we will use a combination of resources being used for remote learning:
				    o Show my homework
				    o Hegarty
				    o Kaboodle
				    o Oaks National Academy
				    o 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 arriving via BCC for year 10 disadvantaged families. For those without IT access paper copies of work have been issued for collection or delivery.
					1x2=2

Pupils moving on to the next phase in their education are ill-prepared for transition	3x3=9	• 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	Yes	• All year 10 to take part in interviews and 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.	2x2=4

		• 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.		RAG groups will intervene to support.	
9. Content and timing of staff communications					
Staffing levels can't be maintained	4x4=16	• 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. • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <u>extra mental health support for pupils and teachers</u> from DfE is also accessed. • Staff deployment including support workers, trainees and volunteers. • Setting up arrangements with local schools or schools within MAT. • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos.	Yes	• 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	• XXX staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. • Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained schools. •	Yes	• 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	2x2=4

				working from home. They will be expected to use online services to continue their role.	
Staff are insufficiently briefed on expectations	2x2=4	• Staff receive daily/weekly briefings on day to day school matters. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. • Flexible working patterns and arrangements if appropriate • 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.	Yes	• 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.	1x2=2
10. Protective measures and hygiene					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance	4x4=16	• 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.	Yes	• Adaptation are being made to the timetable to enable a reduction in movement. • Duty rotas have been established to monitor and support students to	2x2=4

is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times		• Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school. • Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.		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. • 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.	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	3x3=9	• 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	Yes	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:	2x3=6

	<td style="background:red"></td>	• Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. • Reducing clutter and removing difficult to clean items can make cleaning easier.		• 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.	<td style="background:orange"></td>
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	2x2=4	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services.	Yes	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 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. Classrooms: • 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. Medical Room: • This has been moved recently to increase its size and provide access to a separate bathroom facility.	2x2=4

				• A separate isolation room is in place for those with symptoms of COVID-19. Offices: • 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	• 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 are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • 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.	Yes	• 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. • 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.	2x3=6

		• Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.			
Impact of any new variants of the virus on the day to day running of the school	4x4=16	• The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. • Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. • BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19	Yes		3x3=9
11. Enhanced cleaning and how it will be implemented in your school 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	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • Enhanced 'deep clean' 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 planned and in agreement with cleaning staff. • Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned.	Yes	• 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 that emerge • KNBS has 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	2x3=6

		• Seek LA support to manage insufficient cleaning capacity.		building regularly with the fogging machine	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	4x4=16	• 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 • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if 2m from the child cannot be maintained.	Yes	• The cleaning staff have been given guidance on protocols for cleaning non-healthcare settings during the pandemic.	2x3=6
12. Enhanced hygiene practices and arrangements for shared items					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	4x4=16	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. • 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 e-bug learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.	Yes	• regular updates of cleaning stock will be recieved from the cleaning supervisor. • Regular reporting 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, sanitiser and other products. • Posters are displayed around school, in toilet areas to highlight the importance of washing hands regularly.	2x2=4

Inadequate supplies and resources mean that shared items are not cleaned after each use	4x4=16	• 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. • The governing board finance committee is aware of any additional financial commitments.	Yes	• 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
13. School level response for symptomatic or ill pupils or staff members					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone	2x3=6	• 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.	Yes	• The school will follow the Government's track and trace procedures. • All stakeholders will have access to the Public Health England flow	2x2=4

display symptoms of COVID-19 or should there be a confirmed case of COVID-19 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. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per guidance. • Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing. • Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/		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.	

		• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.
		  ○ *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you 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.
		  ○ *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).*			

Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	3x3=9	• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised. • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.	Yes	• 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. Procedures are in place to safely dispose of all PPE used and to effectively clean the room used.	2x3=6

| | | • Isolation for pupils and staff in residential settings should be within the residential setting. | | | |

14. Plan for personal protective equipment for staff

| Provision of PPE for staff where required is not in line with government guidelines | 3x3=9 | • Changes to 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 if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing aerosol generating procedures (AGPs).
 • 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 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.
 • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others.
 • Seek LA support for emergency PPE stock.
 • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. | Yes | • 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 |

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.
		• Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:
		• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained
		• performing aerosol generating procedures (AGPs).
			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:
				    o face masks
				    o face shields
				    o aprons
				    o 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. • 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.	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

		• 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 *landlord approval process* 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	• Fire procedures have been reviewed and revised where required, due to:
		  ○ Changes to 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	• 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

Fire evacuation drills - unable to apply social distancing effectively	2x2=4	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required.	Yes	• 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.	1x2=2

				• 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.	
Fire marshals absent due to self-isolation	3x3=9	• 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	• 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	• 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. Legionella Risk Assessment up to date. • Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. • Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away • LA support is in place.	Yes	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	• 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.	Yes	• Our schools financial plan had been shared with the Governing Body. • 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.	3x3=9

	■	• The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability		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 without and income from catering sales. SBM and Headteacher to review expenditure to bolster any reserves. ■

16. Impact on staff and pupils with protected characteristics and adapting your approach

Considerations
- Nationally the <u>ONS analysis</u> has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease.
- There doesn't appear to be any difference 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 <u>NHS risk assessment</u> 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, 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.

Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/

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Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff	2x2=4	• An equality impact assessment is undertaken for the school's 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. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following <u>guidance</u>. • Seek advice from Occupational Health Service if required.	Yes	• 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. • 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.	1x2=2
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus and the new variants	2x2=4	• No. of BAME staff • No. of BAME staff assessed as clinically extremely vulnerable and required to remain 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.	Yes	• 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

		• Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. • Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff.			
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus and the new variants	2x2=4	• No of BAME pupils • No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain 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. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils. • Resources/websites to support parent and pupil anxiety are provided. • Signpost parent/carers to published risk assessment.	Yes	• 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	• Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. • Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings. • Raise persistent non-conformity with Local Authority.	Yes	• 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

		Additional guidance on enforcement is available.			

17. Working with other school-based provision

Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3x3=9	• 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 an addendum for the BCC Model Safeguarding Policy.	Yes	Please see attached documentation	1x3=3

Risks are not comprehensively assessed in every area of the school		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  o Different areas of the school including any Early Years and Resource Base provision
		  o When pupils enter and leave school
		  o During movement around school
		  o During break and lunch times
		  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	• This risk assessment was last reviewed 02/03/21
				• This risk assessment will be reviewed half termly, or in line with changes in national or local guidance.	

18. Home to School Transport

Urban Transport Group released a briefing in May 2020 requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

Keys points include:
- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.

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- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.

Consideration whilst using public transport	3x3=9	- School should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. - People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. - Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).	Yes		2x3=6
Pick up and drop off times	3x3=9	- Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. - Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. - 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. - Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours. - Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions	Yes	- 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

		• 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 Emergency Birmingham Transport Plan including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Pupils/staff must wash their hands/use hand sanitiser on 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	• 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. • Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers • Ensure that transport arrangements cater for any changes to start and finish times. • 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.	Yes	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

		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. •			
Travel anxiety for new starters to secondary school	2x3=6	• 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. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: Travelling Safely on bus (social distancing) Travelling Safely on Metro (social distancing) Getting through train stations (social distancing)	Yes	• 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	2x2=4

				been further extended to further improve social distancing of bubbles	

19. Contingency planning for local or national lockdown					
No plan in place if an outbreak or lockdown should occur	4x4=16	- School Business Continuity Plan has been updated. - Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). - 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 action planning for local/bubble lockdown or outbreak. - Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). - Preparation for learning continuity in the event of local or bubble lockdown - Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable. - Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND</u>. - Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home - Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. - Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate.	Yes	- 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

COVID-19 Risk Assessment: School Based Asymptomatic Testing

Identified Risk	Specific risk details	Required Control Measures	Complete
Planning Time and Resources	The school is not able to plan and make the logistical arrangements required to facilitate the testing in the time provided	• The school utilise the additional INSET day offered by the DfE (4th January), a working group also met virtually during the holidays to establish initial plans. The lockdown period has also enabled school to roll out mass and weekly testing to manageable numbers whilst fine tuning the process. • A Senior Leader has been identified to lead and oversee the school-based testing program. • The school has put in place a quality management system, in line with DfE/NHS requirements, and has a designated Quality Lead who has accountability for quality and risk management of the testing program. The Quality Lead has a clear escalation and decision mechanism process. • The school has a quality management plan in place prior to the start of the testing that meets the requirements of DfE guidance and includes the following elements: 　·　Training 　·　Observation of the testing process 　·　Monitoring 　·　Risk Assessment 　·　Recording and Reporting • Mass testing will commence once the correct logistical arrangements have been put in place to ensure a safe and effective testing facility. Mass testing of staff and critical workers/vulnerable students has been successfully completed and reviewed. • Testing Staff have been provided with the DfE/NHS training modules and will be followed as required by applicable personnel – All staff that complete testing and processing have successfully completed all 7 modules of training. Staff completing recording have completed their appropriate training modules. • DfE/NHS Guidance documentation has been provided to the testing workforce by the School and will be followed in the establishment of the testing program. • The School has received the appropriate KIT, supplied by the NHS Test & Trace deliveries • The schools has sourced additional items to enable the testing programme to be delivered. • Quality Assurance staff will monitor the stock levels of required equipment and alert NHS if supplies are running low. **School-specific additional controls** • 4 Staff identified as team leaders and received training for their role. • 4 Agency staff trained and put on rota to carry out supervision and processing of tests. • 6 school staff trained and registered to carry out registration and recording roles.	☑

	Testing Location	The school does not have a suitable location within their estate to manage testing	• The school has identified a secure location for the safe storage of new testing kits (with a temperature of between 2°C and 30°C) and for the separate storage of clinical waste prior to collection. • The School has identified a testing location that meets the minimum space requirements. The room can accommodate testing bays and maintain social distancing requirements for all movements within the room, including the integration of a one-way system of movement for those attending testing (incorporating separate entrance and exits). Layout Options, as detailed within the NHS guidance document, will be used. • The location identified for testing has been calculated to have sufficient capacity to facilitate the scheduled program (based upon NHS guidance of 11 tests per testing desk per hour). • Schools will facilitate a significant element of Mass Testing prior to all year groups returning to onsite learning so enabling a suitable location to be identified that is not required for timetabled learning. • Schools will facilitate weekly routine testing for staff during non-timetabled core hours and close contact serial testing prior to the start of timetabled lessons, so enabling a suitable location to be identified that is not required for timetabled learning. • To offer staff reassurance school will also offer weekly test to the children of critical workers who are attending school and those vulnerable students attending school, whilst lockdown continues.	☑
			School-specific additional controls	
			• Testing area set up following guidelines provided by the DfE including 1-way system which incorporates social distancing. • Site provides suitable spacing and ventilation. • Suitable NHS signage has been used to support students and staff in understanding the testing process. • Suitable waste collection and cleaning resources are in place at each bay.	

	Testing location	The testing location may increase virus transmission	• The identified location will be able to meet cleaning requirements, i.e. non-porous floor and fully wipeable contact surfaces.
			• The identified location has all required cleaning materials accessible, which have been secured to ensure sufficient supply.
			• Any additional Supplies costs will be reclaimed from the additional DFE funding for testing.
			• Cleaning of all surfaces, in line with COVID protocols, will be undertaken between each test.
			• The DfE/NHS online training modules that are required to be undertaken and have successful assessments by all testing staff, include the following applicable modules which are applicable to reduce virus transmission:
			  · Infection prevention and control measures
			  · Cleaning protocols
				☐

			· Appropriate use of PPE · Test kit storage · How to deal with any contamination or other incidents · Waste management • All staff supporting the testing will be required to maintain social distance whilst pupils and staff self-administer the tests • Full PPE will be worn by all staff who are supporting testing. The wearing and changing of PPE will be undertaken in line with NHS guidance and training provided. • All waste generated within the testing location will be disposed of in line with guidance provided by the Birmingham City Council commercial waste team. • The schools waste collector has been contacted and confirmed their ability to collect the healthcare waste from the school site. • Spillages – any spillages are cleaned up immediately and thoroughly by staff in appropriate PPE. Testing in the affected area is paused until it is safe to continue. • Only Asymptomatic pupils and staff can be tested. Symptomatic pupils and staff will be referred to offsite testing options or provided with a PCR Test. • All staff and pupil attending tests will be required to maintain social distance and wear face masks in line with existing requirements for communal areas. • All staff and pupils will be required to use hand sanitiser on arrival at the testing location. • All staff and pupils attending tests will use the identified one-way system as well as the distinct entrance and exit of the testing location. • Existing Year Group Bubbles will have distinct testing times. Staff social distancing and conduct will not impact upon bubble contamination. • Transfer of pupils from class to test location will be carefully supervised with socially distanced queuing. • During Serial Testing for close contacts – Arrangements are in place for close contacts to attend a separate room each morning while waiting for test results, before joining their class (if negative).	
			School-specific additional controls	
			• Site provides suitable spacing and ventilation and a non-porous flooring. • Suitable waste collection and cleaning resources are in place at each bay. • Any significant demand in serial testing would trigger a staggered timetable to ensure the testing of students within their bubble, before the accessed school/lessons. • We would insist on all appropriate precautions to transmission, eg face, hands, space. • Location selected to provide a separate entrance to those used by students not required for serial testing.	

| Staff Resources | The school is not able to identify suitably trained and sufficient staff to undertake the testing roles required | A Senior Leader has been identified to lead and oversee the school-based testing program to enable them to direct staff accordingly. Schools will facilitate a significant element of mass testing prior to all year groups returning to onsite learning, so enabling pastoral and support staff not required to support either onsite or remote learning to support the testing program. The required testing roles identified by the NHS to support the testing program will be allocated to staff. Staffing will be adequate to undertake the program safely. The small team required for the testing has been identified without the need to divert teaching staff from learning. The testing team is made up of non-teaching staff, the school community, or 3rd party workforce. Testing roles will be allocated in line with DfE/NHS guidance to ensure identified responsibilities are with school staff only. Where existing staff agree to undertake a testing role checks are made to ensure this is in line with agreed terms and conditions of employment. Screening/risk profiling of staff and volunteers on the testing team is undertaken to ensure suitability for the role (e.g., age, underlying health conditions, vulnerable family members). Staffing levels are sufficient to allow breaks for staff to reduce risk of errors due to fatigue. All testing staff will either be DBS checked, through their school roles or working under direct supervision. Pupils will be supervised at all times by DBS cleared staff. Additional remote logistical support is provided, as appropriate, by the School, Local Authority, NHS, DFE and Army. The school will contact the RSC regional delivery directorate, in consultation with the Trust, if additional support is required from the allocated 1,500 military personnel identified for in-person support. Additional resources of £15 per pupil have been identified by the DfE and will be accessed as required in line with the published DfE criteria. The rapid testing type used requires low technical skills but is supported with training modules and guidance documentation from the DfE/NHS. Prior to starting testing, all staff with roles will be specifically trained for the role they will execute using DfE/NHS resources via the online training and assessment platform, that has been provided in line with stated requirements. Only staff who have passed the assessments will be permitted to commence testing. A record of testing staff and their passing of the required modules will be kept by the school. After the completion of training testing staff are allowed time to practice onsite using the testing devices provided. | ☑ |

		• The DfE Competency Assessment has been completed for all staff roles to ensure their effective operation of the criteria within their role. Any areas of concern have been addressed with a review date set. The Assessments are filed and securely stored.	
		School-specific additional controls	
		• A full dummy run of the testing process was completed following training and prior to commencing mass testing. • Also, during lockdown certain support staff roles are not required, these staff have been reassigned to support testing. • Schools staff not expected to supervise testing or process tests, unless they have volunteered to do so. • Support staff expected to fulfil the admin roles which are in line with their deployment within the school. • A small team has been sourced from an appropriate and reliable agency, these staff have been trained and employed as test supervisors/processors.	
Legal Considerations	The school may face legal challenges in respect of onsite testing.	• All pupil, parent and staff communication has clearly communicated the basis for the testing programme and how it will work. • The sharing of health data under the testing program is being facilitated within Safeguarding powers under Section 175 of the Education Act 2002, as well as by consent This is referred to within the School's Privacy Notice and DfE Testing Program Privacy Notice that has been made available to pupils, parents, and Staff. A copy of this is available for viewing at the testing location reception. • The testing program is recommended and supported, but not mandated. • Pupils and staff will not be required to participate in the Mass Testing program. • Staff will not be required to participate in the Weekly Routine Testing program. • Pupils and staff will not be required to participate in the Close Contact Serial Testing program but may instead be required to self-isolate and not attend onsite teaching for 10 days after identification as a close contact. • Testing will not be undertaken on pupils or staff without their consent. • All pupils aged 16 years and under who are tested will also be required to have parental or legal guardian consent. • Test will be self-administered, under adult supervision, to a participant's own throat and nose. • Specific arrangements have been put in place for children with SEND to mitigate risk of harm through parental or legal guardian consent for adult assistance. • Positive test results will be communicated individually in a location that provides privacy to pupils and staff.	☑

		• Positive test results will also be communicated to the parents or legal guardians of those aged 16 or under.
		• Guidance on safe travel and additional precautions (regarding self-isolation, further testing, and family access to benefits) will be provided to those testing positive.
		• During the testing process anonymity will be provided through digital registration and the use of barcodes against samples. Positive tests will be matched against the digital record and known only to the COVID-19 Coordinator, Registration Assistant and Results Recorder. These roles are all required to be School staff and not 3rd party workforce.
		• The use of barcodes and the following of guidance regarding their correct use will prevent the miscoding of samples and results.
		• All electronic and paper record Personal Data associated with testing will be stored in line with Data Protection policy requirements.
		School-specific additional controls
		• A dedicated web page has been designed for the school community to explain testing processes and provide access to DfE/NHS resources. • An online consent tool has been designed and shared to the school community. A central record is cross referenced before tests are completed. • SEND team constantly review the cohort they work with to support students' in their understanding of the testing process. They will liaise with families of any students who may need support with self-administering the test. • A separate room, adjacent to the test site, has been established as a secure base for self-isolation following a positive test. This reduces transmission risk and provides privacy to any student while awaiting a parent to collect them. • Clear communication has been established with staff to share the procedures and testing programme so that they are not pressured into taking part – it remains their choice.

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). Schools should amend according to individual context. Please contact edsi.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

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