

**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](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](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<br>(LIKELIHOOD) | 4 | Low                | High | Very High | Very High |
|                             | 3 | Low                | Med  | High      | Very High |
|                             | 2 | Low                | Low  | Med       | High      |
|                             | 1 | Low                | Low  | Low       | Low       |
|                             |   | 1                  | 2    | 3         | 4         |
|                             |   | SEVERITY (OUTCOME) |      |           |           |

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

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

| Links to related published guidance notes to be referred to alongside the Model Risk Assessment   |  |
|---|--|
| <p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <a href="http://www.gov.uk">www.gov.uk</a> for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p> | <p><b>Full opening March 2021:</b> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><b>Early Years and Childcare:</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><b>Special Schools:</b> <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</a></p> <p><b>Out of School settings:</b> <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/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</a></p> <p><b>Testing in primary and nursery schools:</b> <a href="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">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</a></p> <p><b>Safe working in education and childcare:</b> <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><b>Compilation of all guidance notes for schools:</b> <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p><b>Advice for parents:</b> <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">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</a></p> <p><b>Advice for parents attending Out of School settings:</b> <a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><b>Ofsted guidance and update:</b> <a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a></p> <p><b>Providing meals to pupils:</b> <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p> |

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|  | <p><b>School reports:</b> <a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a></p> <p><b>Safeguarding and remote learning:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><b>EYFS disapplication:</b> <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></p> <p><b>Keeping children safe in education for schools and staff:</b> <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><b>Shielding and guidance for CEV:</b> <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <p><b>Curriculum and teaching guidance:</b> <a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <p><b>Remote learning support for schools and staff:</b> <a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p> <p><b>Remote learning support for parents:</b> <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></p> <p><b>Transport to schools:</b> <a href="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">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</a></p> <p><b>General travel guidance:</b> <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p> <p><b>Recording attendance:</b> <a href="https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year">https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</a></p> |
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|                                       |   |                  |
|---------------------------------------|---|------------------|
| <b>Governance and other resources</b> | <p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: <a href="https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools">https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</a></p> <p>Safeguarding policy addendum: <a href="https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum">https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</a></p> <p><b>Useful contacts in BCC:</b></p> <ul style="list-style-type: none"> <li>• If subscribing schools have questions / queries about governance, contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></li> <li>• Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></li> <li>• Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a></li> </ul> <p><b>Other resources:</b></p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/coronavirus/working-safely/index.htm">https://www.hse.gov.uk/coronavirus/working-safely/index.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: <a href="https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield">https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</a></p> |                  |
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| Area of concern to be addressed                                      | Current risk rating         | Control measures<br>Good Practice Control Measures Adopted   | In place?<br>(Yes/No) | Further action/ Comments  | Final risk rating   |
|--|-----------------------------|--|-----------------------|---|---|
| <b>1. Identify numbers of pupils returning and staffing resource</b> |                             |  |                       |   |   |
| <b>Lack of certainty over returning numbers</b>                      | <b>3x4=12<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>• Planning for full attendance of all year groups and complete the daily DfE attendance return.</li> <li>• Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting.</li> <li>• Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8<sup>th</sup> March start.</li> <li>• Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing.</li> <li>• Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school.</li> <li>• Testing is voluntary and requires consent.</li> <li>• Sufficient access/supply is available to carry out the 3 tests at school for each pupil.</li> <li>• Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school).</li> <li>• 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.</li> <li>• 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</li> </ul> | Yes                   | <ul style="list-style-type: none"> <li>• All parents have received details of expectations to return in Report envelopes handed out before the end of the academic year.</li> <li>• During final 'Safe &amp; Well' calls in the last fortnight, all staff have been ensuring that parents/carers are aware that the school is reopening for all children in September, and have discussed any concerns that the parents/carers may have.</li> <li>• Whole-school letter (ELIT) has been posted on the school website and parents/carers have been signposted to it via a text message. Paper copies will also be distributed on the first day back. <b>All children received the whole-school attendance letter at the beginning of the term.</b></li> <li>• Phased transition for new EYFS pupils, allowing for 1:1 visits and part-time provision – this will allow us to build up relationships with parents/carers and see whether any part-time provision might be required. <b>(this was readjusted due to staff self-isolating in the unit)</b></li> <li>• <b>Since re-opening, there has generally been a positive attendance when children are not self-isolating.</b></li> <li>• <b>The school has employed an Attendance Officer who has been very pro-active in making contact with the children who are not</b></li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW<br/>28/09/20</b><br><br><b>1x2=2<br/>LOW<br/>16/11/20</b> |

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|  | <p>help with contact tracing. Pupils with positive tests will need to self-isolate.</p> <ul style="list-style-type: none"> <li>• Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school.</li> <li>• Good record keeping on testing within school and with PH.</li> <li>• Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent).</li> <li>• Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</li> <li>• 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.</li> <li>• Parents who have opted to home educate their child should be encouraged to send their</li> </ul> |  | <p>attending; as such, we have procedures in place to be certain that all children not attending have legitimate reasons for this.</p> <ul style="list-style-type: none"> <li>• The school's Learning Mentor is available to liaise with parents/children who have shown anxiety at returning to school.</li> <li>• 1 child is currently at risk due to his medical needs; the school is liaising with his parent to see how we can facilitate his needs and have him in school on at least a part-time basis. The school is also seeking guidance from the School Nurse Team to create a personal Care Plan.</li> <li>• Attendance figures are currently above the national average (school figure 93.27%, national figure 89%).</li> <li>• One child has low attendance figures which school believes is linked to anxieties shown by the mother regarding COVID-19. Meeting have been held with the mother and any concerns she has about the safety of her child have been discussed and staff have reassured her of the school safety.</li> <li>• However, due to the fact that Birmingham has moved into Tier 4, it is still uncertain as to whether all children will return to school following the Christmas break.</li> <li>• During lockdown, all children with EHCPs, those with Social Worker involvement, as well as other children considered vulnerable, were requested to attend school again. Currently, 3 out of 5 children with EHCPs are attending school; the other 2 children are being supported through the provision of a differentiated curriculum to suit their needs, supported well by parents at home. 6</li> </ul> |  |
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|  | <p>children to school, particularly those who are vulnerable.</p> <ul style="list-style-type: none"> <li>• Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required.</li> <li>• 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><a href="#">guidance for special schools</a></u>.</li> <li>• Home to School transport in place where required.</li> <li>• Preparedness to implement Test and Trace as set out the latest guidance.</li> </ul> | <p>children with BCT involvement are attending and engaging with the process; a further 11 children considered as vulnerable are attending daily also.</p> <ul style="list-style-type: none"> <li>• The attendance return is being completed.</li> <li>• Where school knows that there is an issue with accessing the Internet to provide home learning, we have provided Dongles to enable this access. School staff have been proactive in identifying which children can access devices and upload work on Class Dojo/Tapestry, and have supported parents with their needs, meaning that there has been an increase in uptake over time.</li> <li>• Paper copies of work are produced so that parents/carers who do not have access to a device, or Internet access issues, or who struggle to complete the work online, can have paper access.</li> </ul> <p>School has not been provided with any devices to loan to parents/carers as the Government provision was not for KS1 pupils. However, we are currently trying to gauge exactly who does require a device, and will be using own school funds to provide this once numbers are known.</p> <p>-School has requested evidence of letters indicating that they will be shielding when school re-opens. School is of the belief that there will be no staff or children shielding.</p> <p>-School is not aware of any parents/carers making the decision to Home Educate, but will liaise with parents/carers regarding this if it becomes know that this is the case.</p> <p>-Support in re-engaging pupils with specific SEND needs has been put into place to minimise disruption to provision.</p> |  |
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| <p><b>Number of staff available is lower than that required to teach classes in school</b> (<i>cross reference with risk assessment on staff health and wellbeing</i>)</p> | <p>2x4=8<br/>HIGH</p> | <ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1<sup>st</sup> Aid (for under 2-year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc.</li> <li>CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed).</li> <li>Those living with someone who is CEV can still attend work where home working is not possible.</li> <li>Full use is made of those staff who are isolating but who are well enough to teach lessons remotely.</li> <li>Consideration of staffing changes to cover absence.</li> <li>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.</li> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>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.</li> <li>Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for</li> </ul> | <p>Yes</p> | <p style="color: green;">-AMc will continue to complete the daily return.</p> <ul style="list-style-type: none"> <li>Remote meetings have taken place with all staff currently working remotely to outline expectations and procedures from September.</li> <li>All staff currently self-isolating or shielding have indicated that they will be returning in September.</li> <li>Risk Assessments will be carried out with each of these staff members during the preparation days planned for 01/09/20 and 02/09/20 (<b>All staff were offered this, all declined and happy with the Risk assessment that has been written for the whole school</b>)</li> <li>Adaptations to current provision will be made, if necessary, to cater for the needs of these individuals in order to ensure that they can carry out expected role wherever possible. (<b>The option of wearing masks and visors has been given to all staff</b>)</li> <li>Staff have been strongly advised as to the appropriateness of wearing a visor at specific times within the classroom and when engaging in potential opportunity to see greater levels of mixing, specifically at the start and end of the school day when liaising with parents/carers.</li> <li>All supply agency staff who have been employed to offer additional support have been timetabled to allow for Year Group bubbles to be maintained.</li> <li>All supply agency staff have been employed on long-term contracts to limit the numbers of supply staff members</li> </ul> | <p>1x4 =4<br/>LOW</p> <p>2x1=2<br/>LOW<br/>16/11/20</p> |
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|  |  | <p>example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• '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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Home testing for school staff is communicated in line with the latest guidance.</li> </ul> |  | <p>entering the school on an ad-hoc basis.</p> <ul style="list-style-type: none"> <li>• Staff who have been timetabled to carry out small group work have been trained as to how they ensure safe health and safety procedures, and have been timetabled spaces which, where possible, will not be shared with other staff across the day, or across a morning/afternoon session.</li> <li>• During staff shortages, we have arranged for some class teachers to teach unsupported. They have, in turn, kept their mobile phones available to use in order to contact members of SLT in the need for immediate support (for instance, to escort a child to the toilet).</li> <li>• The school is working with 2 colleges, meaning that, across the majority of the year, at least 7 classes will have an additional adult in their room. This, in turn, means that the school will have less need to cover if staff in those classes have shorter-term absences.</li> <li>• The school is taking up the offer from BCC to allow for staff who want it can utilise the free flu-jab offer that was made available.</li> <li>• No staff who previously shielded during the initial lockdown have the need to do so now – as such, all staff are in work.</li> <li>• One pregnant staff member has had a Risk Assessment completed outlining adapting to working practices to enable her to continue to carry out her responsibilities effectively.</li> <li>• A further 5 student teachers will start their</li> </ul> |  |
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|  |  | DRAFT | <p>placement during SP1; this will mean that 10/12 classes will have an additional adult in their room. This will mean that staff in those classes have to be very aware of the need to maintain social distancing – key risk assessment information will be shared with new started on Induction. The added adults in classrooms will mean that there are additional adults to be available to cover in classes if there are absences. Target</p> <ul style="list-style-type: none"> <li>• Staff leading interventions outside of the classrooms have been timetabled so that the small groups they are working with have been created from individual class bubbles wherever possible; if not possible, they will be arranged in YG bubbles, as per government guidance.</li> <li>• Staff have all been given the opportunity to take up the free NHS flu vaccination recently advertised.</li> <li>• All staff are currently able to work both in school and remotely. 1 staff member has indicated their preference to work remotely due to the fact that their parent is clinically extremely vulnerable, which has been considered. 1 pregnant member of staff is working within a Risk Assessment, and will begin working from home at 28 weeks, from after February Half Term.</li> <li>• A rota basis has been set up so that there are minimal numbers of staff working in school, with the majority providing remote learning.</li> <li>• 2 DSLs are always on site</li> </ul> |  |
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|  |  | DRAFT | <ul style="list-style-type: none"> <li>• There is at least 1 Paediatric First Aider on site at all times</li> <li>• There are 3 bubbles operating in school currently, one for each Year Group; KS1 bubbles are taught in one classroom (with a maximum number of 19 children in each); EYFS pupils are taught within the EYFS unit, and sometimes split into 2 groups as there are a number of children with significant needs in the bubble and they need a differentiated level of provision.</li> <li>• Bespoke learning is being offered to identified pupils who require targeting to achieve through 2 Academic Mentors and our EAL Learning Assistant.</li> </ul> <p>Staff have been briefed about the Lateral Testing provision, and have all either opted-in or out; those that have opted in have taken their test packs and the school is monitoring the testing process as per Government guidance.</p> <p>-All staff will return to work following the lockdown period, with the exception of:</p> <ul style="list-style-type: none"> <li>-one member of staff who now falls into the category of CEV and therefore will be self-isolating until 31<sup>st</sup> March at the earliest; cover has been organised to cater for this.</li> <li>-one staff member who has a sick note that runs until they start their maternity leave (mid-April), and one who has been on long term sick, for which the school is following the absence procedures.</li> <li>-one pregnant member of staff is having weekly RAs completed to ensure that the school is supporting them; they do have other pregnancy-related health conditions, but</li> </ul> |  |
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|  |                     |   |     | school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learning.  |              |
| <b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b> | 2x3=6<br>MEDIUM     | <ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children.</li> <li>5 pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Both members of Office staff have continued to complete in-year admissions during their time at school. No focus on this process has been lost.</li> <li>The SBM is also aware of how to carry this process out, so would be able to do so should both Office staff be absent from work.</li> <li>The Inclusion Manager is in regular liaison with the LA and SENAR with regards placement of high-risk pupils in school who may be better situated in Special provision.</li> </ul>   | 2x2=4<br>LOW |
| <b>2. Plan how the whole school will be accommodated and encourage attendance</b>                            |                     |   |     |   |              |
| <b>Measures are not in place to accommodate mandatory attendance</b>   | 4x4=16<br>VERY HIGH | <ul style="list-style-type: none"> <li>Reduced contact between bubbles/groups continues to be reinforced</li> <li>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.</li> <li>Removing unnecessary furniture out of the classroom to make more space.</li> <li>Use of unused classrooms.</li> <li>In NS/NC where additional space is identified for accommodating 2-year olds and under 2s, then the school will need to register the space for use with Ofsted using the current interim process.</li> </ul>                      | Yes | <ul style="list-style-type: none"> <li>All KS1 classrooms in the school can be organised to allow for 'forward-facing' teaching and learning, and also allowing for the 2m gap between pupils and staff.</li> <li>Start and end of school day times will be staggered to enable safe social distancing for drop off and collection. Each 'bubble' will enter/exit the school from a different door.</li> <li>1 metre distance 'dots' have been placed along the entrances to the school to enable parents/carers and children to queue at their allocated time slot when dropping their child to school.</li> <li>A one-way system around the outside of the</li> </ul> | 2x2=4<br>LOW |

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|  |  | <ul style="list-style-type: none"> <li>• Engagement of appropriate services for families not engaging</li> <li>• Curriculum leads in school meet regularly to review impact of plan.</li> <li>• NS engage with NS Trust and Teaching Schools Alliance or the Early Years team <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></li> </ul> | <p>school at the beginning and end of the day has been set up so that all parents/carers and children complete the same 'circuit' and therefore should be able to maintain social distancing. This has been outlined to the parents/carers as part of the 'handbook' and staff will be available during the drop-off/pick-up times to remind parents/carers of the one-way system, and to facilitate its smooth execution. One-way signs will be placed around the school building to further remind parents/carers and children.</p> <ul style="list-style-type: none"> <li>• EYFS unit to be separated into 4 distinct 'bubbles' with limited interaction between them, although recognition that the space being used is one space in its entirety. When direct teaching takes place, children will be forward-facing. When participating in guided free-flow activities, children will be monitored closely to ensure that there are few children at each station. Children will use their pack provision for adult-led sessions that will require the use of pencils, whiteboards, coloured pencils, glue sticks etc.</li> <li>• Meetings have been held with parents/carers of those children whose attendance is causing a concern and staff believe this might be linked to anxiety with COVID-19. During these meetings, the parents/carers have had outlined the various measures that the school has put into place to ensure their child's safety.</li> <li>• When targeting takes place, where possible, it has been arranged for children from the same class bubble to be grouped together. When not possible, pupils from the same YG bubble are grouped together, and a Track &amp; Trace</li> </ul> |  |
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|   |                             |  |     | <p>facility is utilised.</p> <p>There are 3 bubbles operating in school currently, one for each Year Group; KS1 bubbles are taught in one classroom (with a maximum number of 19 children in each); EYFS pupils are taught within the EYFS unit, and sometimes split into 2 groups as there are a number of children with significant needs in the bubble and they need a differentiated level of provision.</p> <p>-All classrooms are in use, and smaller rooms where targeting can take place have been allocated to support staff to enable this targeting can be carried out safely and enabling social distancing.</p> <p>-The school will continue with their robust systems in order to manage attendance, including the utilisation of the LA procedures of 'Fast-Track' and 'Leave in Term Time', as per the guidance provided by the LA.</p> <p>-Families whose low or sporadic attendance may be linked to COVID-related anxiety will be signposted to the Learning Mentor for additional support.</p> |   |
| <b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b> | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> <li>• 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.</li> <li>• Classrooms re-modelled and space</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• In KS1, all classes will remain in their 'bubble' for the entirety of the day, supported by their class teacher and TA.</li> <li>• In EYFS, the free-flow unit will be separated into 2 smaller units, thus minimising movement across the whole unit. <b>(In consultation with EYFS staff, it has been decided that children will keep to their own classrooms)</b></li> <li>• The only time Year Group bubbles will be utilised is at break times and lunch times. However, at break time and lunchtime, classes will remain in their own 'bubble', being</li> </ul>  | <b>2x2=4<br/>LOW</b><br><br><b>2x1=2<br/>LOW<br/>15/11/20</b> |

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|  | <p>maximised. Spare furniture that will not be used is removed.</p> <ul style="list-style-type: none"> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• Ventilation is increased while spaces are unoccupied e.g. breaktimes.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Consider lunchtimes in the classroom for younger year groups.</li> <li>• In EYFS handwashing supervision is in place. The EYFS environment is re-organised to meet</li> </ul> | <p>allocated a space to play in. (Classes outside are consistently maintaining their own bubbles and now not being a year group bubble)</p> <ul style="list-style-type: none"> <li>• At lunchtimes, alternate sandwich/hot meal provision will be utilised to minimise children accessing the dining hall, and allowing for cleaning to take place in between sittings. (All KS1 children will not eat lunch in classrooms and have a hot lunch every day, Reception children will eat in the hall, 2 classes at a time, keeping a distance of over 2 metres between each class)</li> <li>• Perspex sheeting will be placed in the middle of each dining table to prevent face-to-face interaction.</li> <li>• Toilet breaks have been incorporated into the school day to minimise opportunities for children to mix.</li> <li>• Alternative arrangements have been put into place to enable individual pupils the opportunity to go to the toilet across the day and not utilise the communal toilets being used by classes.</li> <li>• In KS1, Outdoor Learning opportunities can be timetabled by individual teachers, and the expectation that at least 2 sessions take place across a week.</li> <li>• In Reception, a timetable of use for the Outdoor Play area will be introduced to ensure fair access but preventing mixing of bubbles.</li> <li>• Lunchtimes will be staggered to allow for outside spaces to be utilised effectively, allowing for cleaning of any equipment used.</li> <li>• Reception LTS will have their own equipment bags that they will take ownership over and clean down at the end of each lunchtime</li> </ul> |  |
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|  |  | <p>requirements of social distancing including groups who do not mix with other children or other small groups.</p> <ul style="list-style-type: none"> <li>• Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break.</li> <li>• Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</li> <li>• Participation in the Testing Programme for staff and secondary age pupils.</li> </ul> | <p>session.</p> <ul style="list-style-type: none"> <li>• Groups will be limited to a maximum of 20 minutes outside at lunchtime so that it minimises the opportunity for class 'bubbles' mixing.</li> <li>• TAs allocated to classes have all agreed to operate 'first-day' cover for absent class teachers.</li> <li>• The school has 3 'floating' teachers available to offer cover for absent staff if necessary, each one allocated to a different Year Group, again to minimise cross-contamination. (This is no longer the case; however, there is an additional teacher still in the EYFS Unit, and we have 1 non-class based TA who willingly supports staff in classrooms when there is a staff absence. 3 SLT members are also available to cover in classes as and when necessary. The school also has good links with regular supply staff who know the school and its systems really well).</li> <li>• Each class has been allocated their own lunchtime supervisor who with oversee the lunches for that class, meaning that classroom staff are provided with a reasonable break. An additional 'floating' lunchtime supervisor will also be available in case of absences. (The school has now employed additional LTS to allow for lunchtimes to be more effective. This also enables the Learning Mentor to support children with behavioural needs at lunchtime, as well as the Sports Coach to oversee provision, and support targeted play within individual bubbles).</li> <li>• TAs who are being utilised to support vulnerable children during lunchtimes have</li> </ul> |  |
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|  |  | <p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p> | <p>alternative lunchtime for themselves allocated to them on their timetable.</p> <ul style="list-style-type: none"> <li>• Liaison has been made with Norton Hall to allow for a number of our more vulnerable EYFS pupils to attend their provision whilst still on part-time timetable provision at school.</li> <li>• LTS are working on a rota basis to ensure that each bubble has a consistent LTS for the whole week, with a 4<sup>th</sup> LTS available to support with toileting.</li> <li>• Children in school are given the option of a hot dinner or a sandwich meal; the voucher system is being provided for all children not in school who are eligible for FSM.</li> </ul> <p>The Sports Coach is in school, offering both online sessions to support remote learning, as well as in-school sessions; as such, the school is promoting the use of the outdoor space when supported by the Sports Coach.</p> <ul style="list-style-type: none"> <li>-Colleagues have been reminded to enhance ventilation, especially when children are not in the room (at break times and lunch times)</li> <li>-All staff have been provided with face coverings that enable mouths to be seen. Staff have been briefed on ensuring that they know when to wear face coverings, especially when moving around school, or when social distancing can not be maintained within classrooms.</li> <li>-Plans are in place to enable anyone who is self-isolating access to remote learning from the day after the self-isolation begins.</li> <li>-Staggered start times have been altered slightly, meaning that there are fewer families on-site at the same time, therefore maximising opportunity to social distance.</li> </ul> |  |
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| <p><b>There is a need to review group participation and use of large spaces to allow for the school to be fully operational</b></p> | <p>4x3=12<br/>HIGH</p> | <ul style="list-style-type: none"> <li>• Encourage use of outdoor space, weather dependent.</li> <li>• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>• 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.</li> <li>• Design layout and arrangements in place to enable social distancing</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> <li>• Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting.</li> <li>• 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.</li> <li>• 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.</li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>• The school hall will be timetabled so that each class is able to be taught 1x PE lesson per week, led by the Sports Coach. Time is allocated after each session for the Sports Coach to clean down equipment before the next group use it.</li> <li>• The school hall will also be used for lunchtimes for EYFS and alternate KS1 YG 'bubbles'. In between each sitting, surfaces and seats will be thoroughly cleaned. <b>(As previously mentioned, KS1 pupils will now be received hot dinners in their classrooms, meaning that the hall can now be used as a shared space; EYFS pupils will continue to eat dinners in the hall, 2 classes at a time; meanwhile, the remainder of the hall will now be allocated as an additional Staff Room, providing an additional 8 seats).</b></li> <li>• As the hall is a thoroughfare for classes to use the toilet, a 'walkway' will be provided that will enable classes to use both the hall and visit the toilet.</li> <li>• The playground will be split into 4 sections so that KS1 classes can 'book' slots to ensure that 2 hours of PE is delivered. The Sports Coach will be available across the day to support with the cleaning of any equipment that is used, and to guide sessions that will be planned with social distancing in mind. Each section will have a cleaning station set up, and time will be provided at the end of sessions to enable children to help with the cleaning process of any equipment used.</li> <li>• The EYFS Outdoor Play space has been separated into 2 sections with each section available for 2 of the 4 classes. Timetables will</li> </ul> | <p>2x3=6<br/>MEDIUM</p> <p>2x2=4<br/>LOW</p> <p>18/11/20</p> |
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|  |  | DRAFT | <p>be put into place to ensure that there is equal usage, and that regular cleaning takes place in between uses.</p> <ul style="list-style-type: none"> <li>• The ICT Suite has been timetabled so that each KS1 class can deliver their lesson in the suite with it being thoroughly cleaned in between each session.</li> <li>• The current Staff Room will be able to cater for 15 members of staff at a time; a microwave and toaster has been removed from the kitchen area into the Staff Room to minimise the number of people using the smaller kitchen area. (Staffroom has been changed and now only accommodates 10 member of staff)</li> <li>• Staff members have been allocated a 'time slot' to minimise over-use of Staff Room. Alternative rooms are also set up for colleagues to socialise during the remainder of the lunch time period but still maintain social distancing expectations. (All rooms that can be used during lunch time by staff have been set out to ensure that seating are over 2 metres apart. Cleaning materials have been clearly made available so that staff can clean down seats and tables after use. A maximum capacity poster has been put in place for each area being used at lunch time. Expectations to maintain appropriate levels of adult seating has been shared via briefings)</li> <li>• During the Autumn Term at least, the school has made the decision not to invite parents/carers into school to act as an audience, and this will be outlined to parents/carers on a newsletter during the first week back. This decision has continued to be in place during the Spring Term also.</li> </ul> |  |
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|  |                       |  |     | <ul style="list-style-type: none"> <li>• Staff in shared offices will have Perspex screens to protect them whilst working within 2metres</li> <li>• Posters will be displayed around communal areas reminding people about maintaining good hygiene (eg. wiping down touch points after use)</li> <li>• As the school is still awaiting delivery of screens, it was agreed that the risk level could not be decreased.</li> <li>• Screens for shared offices have now been delivered and appropriately set up, and are being used effectively.</li> <li>• When parents' meetings have been held, these have been carried out in the room above the Main Office which means that the parents/carers do not have to enter the main school building. Staff who are involved in these meetings have ensured that they have worn the appropriate PPE.</li> </ul> <p>Staff have been briefed about the Lateral Testing provision, and have all either opted-in or out; those that have opted in have taken their test packs and the school is monitoring the testing process as per Government guidance.</p> |                      |
| <b>3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils</b> |                       |  |     |  |                      |
| <b>Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school</b> | <b>3x3=9<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools.</li> <li>• COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• In their Report pack was a very detailed letter that outlined specific procedures linked to COVID-19 and how this would affect them with regards to:             <ul style="list-style-type: none"> <li>- Start and finish times</li> <li>- Entrances and exits</li> <li>- What they can and can't bring to school</li> <li>- One-way systems</li> </ul> </li> </ul>  | <b>2x2=4<br/>LOW</b> |

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|  | <ul style="list-style-type: none"> <li>• Parent and pupil handbooks reflect changes to usual school policy and expected behaviours.</li> <li>• Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance.</li> <li>• Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods.</li> <li>• NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc.</li> <li>• For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> <li>• Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion</li> <li>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>• Bring any support requests to weekly LA SEND Panel</li> <li>• Requests for support for vulnerable families sent through Early Help Hubs</li> <li>• LA support for individual or complex cases</li> <li>• NS/NC bring any support requests to weekly LA ISEY Panel</li> </ul> |  | <ul style="list-style-type: none"> <li>- How to arrange for a test</li> <li>• Each 'bubble' had a specific handbook created, outlining specific information for that 'bubble' – this was written in a child-friendly way so that it could be shared with the children prior to returning.</li> <li>• As part of the overall communications strategy, parents/carers are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. This includes posting on the school's website and on Class Dojo. More so, parents/carers are regularly signposted to read this information shared through the sending of text messages.</li> <li>• All of the children with EHCP will have the RA outlined to them by the Inclusion Manager prior to starting.</li> </ul> <p style="color: red;">Letter has been sent out to explain about positive cases we have in school and outlining where we are as a school, in the case of future incidents of cases, this will be repeated.</p> <ul style="list-style-type: none"> <li>• Further correspondence has been shared with parents/carers as to expectations on and off school grounds linked to the 2<sup>nd</sup> lockdown. This included reminders as to parent/carer behaviours with each other in terms of social distancing, and also to request the wearing of face masks when around the school grounds.</li> <li>• Staff stationed at entry and exit points believe that the overall organisation of the start and end of the school day is very fluid and smooth, and minimises the risk effectively. Parents/carers have also got used to their own</li> </ul> |  |
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|  |  | DRAFT |  | <p>personal routines, and therefore there is much more limited queuing at entrance points.</p> <ul style="list-style-type: none"> <li>• Each parent/carer was contacted via telephone on the announcement of a national lockdown to discuss the need for a school place, and whether they have access to devices for remote learning.</li> <li>• Letters have been sent out to parents/carers outlining the school's remote learning offer, and the expectations that the school has for completion. The Remote Learning provision has been outlined and can be found on the school's website, utilising the DfE template.</li> <li>• A letter was sent out to parents/carers of those children attending school still to outline requirements and expectations.</li> <li>• Class staff are making regular contact with parents/carers of children in their class to develop engagement and to ensure 'Safe and Well' opportunities are carried out. Where children are 'hard to reach', the school's Attendance Officer will continue to make contact; home visits will be carried out if necessary.</li> <li>• Of the 5 children with EHCPs, 3 are attending on a reduced timetable, in consultation with parents/carers. The 2 children not attending are receiving bespoke provision from class staff, and regular contact is being made.</li> </ul> <p>Much communication is shared via Class Dojo and Tapestry, and then texts are sent out to reinforce messages and to signpost to the posts that have been made.</p> <p>-A letter outlining re-opening expectations has been sent out physically (01/03/21) and posted on platforms that the school uses,</p> |  |
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|   |                                     |   |            | <p>including the school's website; staff have been requested to actively remind families during Zoom sessions of contents of this letter to ensure all families are aware of these expectations.</p> <p>- Families whose low or sporadic attendance may be linked to COVID-related anxiety will be signposted to the Learning Mentor for additional support.</p>   |   |
| <p><b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b></p> | <p>4x4=16<br/> <b>VERY HIGH</b></p> | <ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered.</li> <li>• 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</li> <li>• Ensure contact details of families are up to date.</li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>• The letter made it very clear as to the school's expectations with regards what will happen if a pupil shows symptoms of COVID-19.</li> <li>• All staff have been briefed what the school's stance is on dealing with reports of a child with symptoms and what they should say to parents/carers if they find out a member of the family has symptoms. (Staff have been extremely vigilant when a child has attended with symptoms, or who we were led to believe were self-isolating. This level of vigilance has meant that no unnecessary exposure to symptoms has been realised at school since September.)</li> <li>• Clear procedures have been put into place to ensure that members of SLT know what they need to report if a case becomes known.</li> <li>• SLT member will meet with the parents/carers of any child showing signs of symptoms prior to collection to outline the procedures and school's expectations</li> <li>• Regular liaison will take place between the SLT and the parents/carers of a child with symptoms to check if they have</li> </ul> | <p>2x2=4<br/> <b>LOW</b></p> <p>2x1=2<br/> <b>LOW</b></p> <p>15/11/20</p> |

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|  |  | <p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</p> | <p>received the results of a test, what those results were, and to then advise as to when the child can return into school<br/> <b>(Attendance Officer will also chase up families who have indicated that they are having a COVID-19 test so that we receive results of tests)</b></p> <ul style="list-style-type: none"> <li>• When it is clear that a parent/carer does not fully understand messages given in English, multi-lingual staff are available to make contact with the parent/carer and will translate.</li> <li>• A room has been specifically ring-fenced to be used as a 'Medical Room', meeting the guidance outlined by the DfE. This room will not be used for any other reason; it has been set up to allow for social distancing, if applicable, but also has PPE available should this be required. There is an attached toilet that could be used if needed. Following use, this room would be deep-cleaned prior to any re-use. <b>Due to the limited number of times that the 'Isolation Room' has been required to be used during the Autumn Term, and the general lack of additional spaces available to be used, it has now been decided that the 'Community Room' will be allocated as the 'Isolation Room'.</b> Generally, this room is not used during the week, but it will now be available as a targeting room; staff who will be using this room will be made aware of the implications of the room being used to isolate a pupil, and their responsibility to ensure that this room is prioritised to</li> </ul> |  |
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|   |                        |   |     | <p>being used for such a purpose.</p> <ul style="list-style-type: none"> <li>The Attendance Officer ensures that she completes Safe and Well calls to families who are self-isolating, reminding them of expectations, and when their child can return to school.</li> </ul> <p>The Attendance Officer provides a daily update to the self-isolation list of pupils; this is shared with colleagues so that all staff are aware of which children are absent due to COVID-19-related experiences.</p>   |  |
| <b>Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place</b> | <b>3x4=12<br/>HIGH</b> | <ul style="list-style-type: none"> <li>LFD testing arrangements onsite and home, are communicated clearly to parents and carers.</li> <li>Where home testing is not possible, arrangements are in place for the testing to be carried out at school.</li> <li>Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual.</li> <li>Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents.</li> <li><u>Family Connect</u> support explored if required.</li> <li>NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection.</li> <li>Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Based upon the Government guidance, there is no stipulation that clothes need to be changed each day</li> <li>Parents/carers have been advised that it would be preferred if their child wears a different set of uniform each day</li> <li>Parents/carers have been informed that their child can wear their PE kit on the day of their allocated PE session.</li> <li>In the case of a child requiring alternative clothing, the school has a stock of available clothing that the child can be changed into. In this scenario, the child's parent/carer would be requested to ensure that the clothing was washed and dried prior to being returned.</li> <li>Parents/Carers of children with specific medical needs making them more at risk if returning have been contacted to advise them to make contact with their healthcare professional in order to receive advice as to whether or not they can return to school in September.</li> <li>The whole-school letter (provided by ELIT) has been posted onto the school</li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br><b>28/09/20</b> |

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|  |  | DRAFT | <p>website and parents/carers have been signposted to this. In September, this letter will be re-sent to every child, and posted to any parents/carers who have not sent their child back in September.</p> <ul style="list-style-type: none"> <li>• An Attendance Officer has been employed for the Autumn Term in the first instance to support with the process of making contact with disengaged parents/carers who have decided not to send their child to school. This Officer will work with the HT and Office staff in order to gauge why a child has not returned, and then liaise with LA representatives to gather further advice.</li> <li>• Parents/Carers have been signposted to online resources that can help support mental health and wellbeing.</li> <li>• Parents/carers will be made aware of the adapted behaviour expectations, and the need for them to have practiced these prior to re-opening.</li> <li>• Signage around the school will make it clear as to how parents/carers can support the school in ensuring that the social distancing expectations are met, and that, if any parent/carer does need to enter the school premises, that they follow the hygiene expectations set out in the school Office area.</li> <li>• Adults in each 'bubble' will be expected to be considerate of the children's mental health and wellbeing. PHSE sessions will be planned as a priority to enable pupils to share their thoughts and concerns. Any child that is causing concern for the</li> </ul> |  |
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|  |  | DRAFT | <p>staff in class should be referred to either the Learning Mentor, the HT or the DHT 1:1 sessions will be carried out, maintaining social distancing, in order to assess needs. If necessary, FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents will be utilised</p> <p><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></p> <ul style="list-style-type: none"> <li>• The Learning Mentor, and all DSLs, liaise regularly to signpost each other to external support available for vulnerable pupils</li> <li>• Parents/carers will be advised that children should only be bringing their Book Bag containing their home-school reading book and Reading Diary into school with them. (Home Reading slips have been introduced so that staff do not have to touch Reading Diaries).</li> <li>• If the weather is good, parents/carers will be encouraged to not have their child wear a coat, or may be asked to take the coat home and bring it back when they collect their child. If the weather is bad, the request is for a light rain jacket to be brought. (Due to the weather becoming more cold, parents/carers have been advised to now bring in coats, gloves and hats. Pegs have been organised in a way in which belongings of individual children are more spread out so that it minimises chances of children touching each other's belongings. Children hand-</li> </ul> |  |
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|  |  | <p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p> | <p>sanitise before and after breaks).</p> <ul style="list-style-type: none"> <li>• Children will not be allowed to bring in any personal items from home. If they do so, this will be kept by the class teacher using plastic gloves, safely stored away from the remainder of the class and passed back to the parent/carer at the end of the school day.</li> <li>• Ongoing text messages are sent to parents/carers to ensure that they are kept up-to-date with changes that the school is making. This includes signposting them to the school's website where letters and key information is shared.</li> <li>• A weekly letter has been sent to parents/carers, updating them with information about the school's handling of the ever-changing COVID-19 situation.</li> <li>• Homework is provided in a physical format, but parents/carers are asked to upload their completed homework on Class Dojo (KS1) / Tapestry (EYFS) so that physical paperwork is not being returned to the school.</li> <li>• 'Help at Home' sheets have been introduced to enable parents/carers to see how they can support their child at home.</li> <li>• The school's website has been signed over to a new company and will be re-launched in mid-January. SLT will ensure that all relevant details regarding updates linked to COVID-19 will be easily accessible on the website; information will also be posted on the school's Class</li> </ul> |  |
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|   |                                       | DRAFT   |     | <p style="background-color: yellow;">Dojo page.</p> <ul style="list-style-type: none"> <li>In order to maximise the possibility of clean clothes being worn daily, children in school do not have to wear uniform.</li> <li>The school regularly signposts families to various wellbeing avenues via Class Dojo, Tapestry, text messaging, and on the school website.</li> <li>Where school knows that there is an issue with accessing the Internet to provide home learning, we have provided Dongles to enable this access. School staff have been pro-active in identifying which children can access devices and upload work on Class Dojo/Tapestry, and have supported parents with their needs, meaning that there has been an increase in uptake over time.</li> <li>Paper copies of work are produced so that parents/carers who do not have access to a device, or Internet access issues, or who struggle to complete the work online, can have paper access.</li> </ul> <p>Safe and well checks are carried out during Zoom sessions, as well as via phone calls made by staff; the expectations for learning are made clear during ongoing telephone contact, especially with those that are not engaging in the remote learning offered</p> |   |
| <b>4. The School day</b>  |                                       |   |     |   |   |
| <b>The start and end of the school day create risks of breaching social distancing guidelines</b> | $4 \times 4 = 16$<br><b>VERY HIGH</b> | <ul style="list-style-type: none"> <li>Consider stagger to start and end of day.</li> <li>Break and lunchtimes are also considered to maximise teaching time.</li> <li>The number of entrances and exits to be used is maximised; where possible each year group</li> </ul> | Yes | <ul style="list-style-type: none"> <li>3 different start/end points, with 10-minute intervals in between; 4 classes to enter/leave at each stage, each entering/leaving via a different door.</li> <li>Families have to wait at 2 allocated entry points at the start and end of the school</li> </ul>  | $2 \times 3 = 6$<br><b>MEDIUM</b><br><br>$2 \times 2 = 4$<br><b>LOW</b><br>22/09/20 |

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|  |  | <p>to enter through its own access point.</p> <ul style="list-style-type: none"> <li>• Different entrances/exits are identified and used for different groups.</li> <li>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• 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.</li> <li>• DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support).</li> </ul> |  | <p>day to minimise congregation at entry/exit points, manned by SLT to ensure following of social distancing – floor markings are provided to manage queuing. (A separate entry point has been allocated to the EYFS parents/carers, meaning that there are even less parents/carers queuing to enter the school at the same time in the same place).</p> <ul style="list-style-type: none"> <li>• One-way system is in place to ensure swift movement around the school at the start and end of the school day.</li> <li>• Staff and parents/carers have been provided with clear information as to the expectations at the start and the end of the school day, including the request that only 1 trusted person comes to drop off/collect each child.</li> <li>• In order to minimise any parents/carers staying on the school grounds for any longer than necessary, any messages that need to be passed on from teacher to parent/carer, or vice versa, will be carried out via telephone during the school day.</li> <li>• If it is clear that a child is showing distress at the start of the school day, parents/carers will be asked to return at a designated time where they will be met by a known adult who will now be wearing PPE. This will enable a more reasonable and time-effective handover without aiding distress.</li> <li>• <b>Systems in place at the start and end of the school day have been well received</b></li> </ul> |  |
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|  |                      |  |     | <p>by parents/carers. Staff who are outside during these times have indicated that the system has worked well and, on the school grounds, parents/carers are generally adhering to the school's expectations.</p> <ul style="list-style-type: none"> <li>• DSLs are in close contact with the outside agents working with the most vulnerable children, and have continually kept them informed of any COVID-related incidents linked to these families.</li> <li>• The Learning Mentor is making regular contact with children classed as vulnerable and not in school – she is attempting to complete her workload as closely as possible.</li> <li>• All children attending school have the same start and end time, dropped off at 3 different entry points with a 10-minute window. Due to the low numbers of children attending, there is no issue with maintaining social distancing.</li> </ul> |  |
| <b>Daily attendance registers for new cohorts are not in place</b> | <b>2x1=2<br/>LOW</b> | <ul style="list-style-type: none"> <li>• Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners).</li> <li>• Designate staff responsibility for completion of DfE daily submission.</li> <li>• Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload.</li> <li>• Review <u>separate guidance</u> on recording attendance.</li> <li>• <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u></li> </ul> | Yes | <ul style="list-style-type: none"> <li>• Class staff use their Zoom sessions to monitor attendance in individual classes. Where children are not engaging, class staff are completing regular telephone calls to develop engagement and to encourage Zoom attendance. They also ensure that they speak with the child to complete 'Safe &amp; Well' check. If no engagement, the Attendance Officer also attempts contact, with home visits being carried out if necessary.</li> </ul> <p>-AMc will continue to ensure that the daily registers and DfE daily submission is completed.</p>  | <b>1x1=1<br/>LOW</b><br><br><b>2x2=4<br/>LOW</b><br>28/01/21<br><br><b>1x1=1<br/>LOW</b><br>01/03/21 |

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| <b>Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19</b> | <b>3x3=9<br/>HIGH</b>       | <ul style="list-style-type: none"> <li>• Key messages are regularly reinforced in line with government guidance. Community languages are considered.</li> <li>• 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</li> <li>• Ensure contact details of families are up to date.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• Staff have been fully briefed as to how to deal with a child with showing symptoms – a clear flowchart relevant for the school has been produced and shared.</li> <li>• Key members of SLT have been prioritised to lead in such situation, and have been provided with the PHE flowchart and checklist</li> <li>• <i>When a child has used the Isolation Room, procedures have been carried out very effectively, and staff have followed the guidance appropriately. Due to this, it is felt that the RA rating can be lowered.</i></li> </ul>  | <b>2x2=4<br/>LOW</b><br><br><b>2x1=2<br/>LOW</b><br>18/11/20 |
| <b>Resumption of day visits</b>   | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>• DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.</li> </ul>   |     | <ul style="list-style-type: none"> <li>• In agreement with the school Governors, it has been decided that there will be no off-site educational visits in the Autumn Term. <b>This will continue in the Spring Term also.</b></li> <li>• <b>During the Spring Term, outside agencies who can demonstrate that they can maintain social distancing and follow the school's RA are welcome to make visits into school. The school may also ask to see and agree to OA RAs, if available.</b></li> <li>• <b>During the Spring Term, visitors leading interactive provision will be invited to come into school. Timings will be considered to enable no mixing of 'bubbles' when working with the visitor. Expectations of maintaining social distancing from pupils and staff will be made apparent to visitors prior to, and during, the visit.</b></li> <li>• <b>In line with current guidance, day visits, where not essential, are not taking place.</b></li> <li>• <b>When contractors are coming onto site,</b></li> </ul> | <b>1x1=1<br/>LOW</b>   |

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|   |                      |   |            | <p>they have been asked to work around the opening times of the school, or to work remotely from the 3 spaces that are being used by the children.</p> <p>-In line with most recent guidance, no educational visits, or visits into school, will be made until changes to guidance are made.</p>  |                      |
| <b>5. Provision for meals and FSM</b>   |                      |   |            |   |                      |
| <p><b>Pupils eligible for free school meals do not continue to receive vouchers</b></p> | <p>1x2=2<br/>LOW</p> | <ul style="list-style-type: none"> <li>Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>.</li> <li>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.</li> <li>FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible.</li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>All children will receive a FSM in line with Universal Infant FSM programme.</li> <li>Parents/Carers indicating that they are having difficulty with providing food for their family will be provided with a Foodbank voucher. This provision will be made clear via newsletters, and through contact made with vulnerable families by the Learning Mentor.</li> <li>Back-dated FSM vouchers for the Half Term holidays will be distributed to entitled families wb16/11/20, in line with LA guidance.</li> <li>All families in receipt of FSM were provided with a voucher code by the end of the Autumn Term for the Christmas period. Support will be offered to anyone who has had difficulty accessing codes during the start of the Spring Term.</li> <li>The FSM system has been re-introduced since 18/01/21 as per Government guidance. Those families without email addresses are having vouchers claimed via school and then receiving the paper voucher. Those children entitled to FSM but attending school are receiving a lunch provided by the catering team.</li> </ul> | <p>1x1=1<br/>LOW</p> |

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|   |                                     |  |            | <p>-The Learning Mentor has continued to offer support through the Food Bank voucher system during lockdown, and has signposted parents/carers to these</p> <p>-The school will ensure that any child who is not attending school and is in receipt of FSM will receive a voucher</p>   |   |
| <p><b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b></p> | <p>4x4=16<br/> <b>VERY HIGH</b></p> | <ul style="list-style-type: none"> <li>• Feasibility to continue or reimplement wrap-around provision e.g. PVI's and Childminders.</li> <li>• 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.</li> <li>• 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.</li> <li>• Offer services on rotational basis.</li> <li>• Consideration of use of space for food preparation and consumption.</li> <li>• 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.</li> <li>• Collaborate with other schools where there are arrangements in place.</li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>• Breakfast Club offered to those who need it and can provide evidence that they can't find an alternative option (eg. working parents)</li> <li>• Each Year Group 'bubble' will be maintained, with children housed in a classroom, led by Breakfast Club staff who will have their own stock of breakfast provisions. <b>(the hall is now divided up and used as the numbers are so low; children from different year groups are not allowed to mix)</b></li> <li>• Breakfast Club staff to ensure that tables and chairs used are cleanly prior to pupils in the class entering the classroom and utilising.</li> <li>• No lunch or after-school clubs offered. <b>(The Sports Coach will begin targeted support at lunch time under the premise of a 'club'. This will be based within the established bubbles set up so as not to mix bubbles)</b></li> <li>• Friday Afternoon Wraparound Club offered to those who need it and can provide evidence that they can't find an alternative option (eg. working parents)</li> <li>• Children will be kept in Year Group 'bubbles', led by TAs working in that Year Group.</li> </ul> | <p>2x2=4<br/> <b>LOW</b></p> <p>2x1=2<br/> <b>LOW</b><br/>     16/11/20</p> <p>1x1=1<br/> <b>LOW</b><br/>     28/01/21</p> <p>2x1=2<br/> <b>LOW</b><br/>     01/03/21</p> |

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|  |  | <ul style="list-style-type: none"> <li>• Seek support from LA and other voluntary agencies.</li> </ul> | <ul style="list-style-type: none"> <li>• Current responses for Breakfast Club indicates that there will be 2 or 3 children per Year Group 'bubble'. (Currently, there are between 4 and 7 children per YG bubble attending Breakfast Club)</li> <li>• Current responses for Wraparound provision indicate that there will be 2 to 3 children in each Year Group 'bubble'. (Currently, there are between 4 and 7 children per YG bubble attending Wraparound provision)</li> <li>• After-school club provision will begin from the Spring Term. The Sports Coach has identified targeted children to be invited to the sessions. Each session will accommodate up to 8 pupils per class, with 2 classes being targeted each evening, being kept socially distanced. The Sports Coach will be supported by an additional adult so that children from different 'bubbles' can be supported without the mixing of bubbles, if required.</li> <li>• During the national lockdown period, there will be no after-school provision.</li> <li>• Breakfast Club was offered to the parents/carers of children currently attending school but was not required.</li> </ul> <p>-On re-opening, Breakfast Club provision will be available for working parents/carers, at a cost of £1. Children will be kept in Year Group bubbles.<br/>-Friday afternoon wraparound provision will again be offered, again to working parents/carers. Evidence will be requested from these parents/carers to ensure there is a real need, and to minimise the numbers of children attending. Children will be grouped in a Year Group bubble.</p> |  |
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|   |                |   |     | -There will be no after-school clubs for the remainder of the Spring Term. The Sports Coach will commence after-school clubs during the Summer Term, ensuring class bubbles do not mix.  |              |
| <b>Meals are not available for all children in school</b> | 3x4=12<br>HIGH | <ul style="list-style-type: none"> <li>• Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food.</li> <li>• Communication with catering provider to consider options.</li> <li>• Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>• Safe food preparation space, taking account of social distancing.</li> <li>• Consider lunchtimes in the classroom for younger year groups.</li> <li>• Usual considerations in place for dietary requirements.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• Offer of hot meals have been confirmed from wb14/09/20</li> <li>• Catering company have provided confirmation that kitchens will be safe, and that staff will ensure social distancing. (All catering staff continually demonstrate that they are following the guidance provided by the company).</li> <li>• Lunchtimes will be staggered to allow for Reception plus one KS1 Year Group to be provided with a hot dinner each day; in between sittings, surfaces will be cleaned thoroughly. (All Reception children eat in the dining hall in 2 sittings).</li> <li>• KS1 Year Groups will alternate hot dinners across the week, with the alternate Year Group being provided with sandwich lunches eaten in classrooms. (Hot dinners are now provided for all KS1 pupils, ate in the classroom, served in plastic containers)</li> <li>• Parents/Carers of children who are self-isolating and who are eligible for FSM can collect Lunch Packs, provided by the catering team, provided daily from 1pm until 2pm. Text messages are regularly sent out to remind these parents/carers that they can come and collect these packs.</li> <li>• The FSM system has been re-introduced</li> </ul> | 2x2=4<br>LOW |

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|   |                         |  |     | <p>since 18/01/21 as per Government guidance. Those families without email addresses are having vouchers claimed via school and then receiving the paper voucher. Those children entitled to FSM but attending school are receiving a lunch provided by the catering team.</p> <p>-School meal providers have been contacted to ensure that all workers are available to provide required service upon re-opening</p>   |  |
| <b>6. Safeguarding provision to support returning children and increased referrals</b><br>Consider alongside online offer guidance: <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a> |                         |  |     |   |  |
| <b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>  | <b>3x2=6<br/>MEDIUM</b> | <ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable.</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency<br/>Reference to an <u>addendum for the BCC Model Safeguarding Policy</u> to be used.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Staff training regarding KCSIE planned for INSET Day in September.</li> <li>Adaptations have been made to Fire Evacuation Procedures and Lockdown Procedures to allow consideration of social distancing requirements</li> <li>All DSLs are none class-based for the Autumn Term to ensure that they can deal with any additional safeguarding concerns that are presented with full return of cohorts.</li> <li>Staff have completed online training (via Hays), ensuring they have up-to-date knowledge of Safeguarding and Health &amp; Safety.</li> <li>An update to the school's H&amp;S Policy has been made in-line with guidance from the LA, agreed as a Chair's Action</li> <li>1 child is currently on a limited timetable due to his medical needs. This child is not considered clinically extremely vulnerable, but, due to a recent procedure, is not attending school on a full-time basis. Safe and Well calls are being made on a regular</li> </ul> | 1x2=2<br>LOW<br><br>2x2=4<br>LOW<br>28/01/21<br><br>1x2=2<br>LOW |

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|   |                         |   |     | <p>basis; the School Nurse Team have also been contacted to enable a Care Plan to be completed so that they can attend more regularly.</p> <ul style="list-style-type: none"> <li>6 children with BCT involvement are attending and engaging with the process; a further 11 children considered as vulnerable are attending daily also.</li> <li>Safe and well checks are carried out during Zoom sessions, as well as via phone calls made by staff; the expectations for learning are made clear during ongoing telephone contact, especially with those that are not engaging in the remote learning offered</li> <li>The Learning Mentor is making regular contact with children classed as vulnerable and not in school – she is attempting to complete her workload as closely as possible.</li> <li>DSLs are in regular contact with BCT workers who are supporting families to ensure that support is still being offered both by school and external agents.</li> <li>CASS have been contacted, where necessary, to gauge support when safeguarding concerns have been raised.</li> </ul> |                      |
| <b>High risk of increased disclosures from returning pupils</b> | <b>3x2=6<br/>MEDIUM</b> | <ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils.</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice.</li> <li>Multi-agency arrangements in place to support early help.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>All DSLs are none class-based for the Autumn Term to ensure that they can deal with any additional safeguarding concerns that are presented with full return of cohorts. <i>This will continue during the remainder of the academic year.</i></li> <li>Learning Mentor will continue to make contact with families where there are vulnerable pupils who are not attending school, making contact with relevant</li> </ul>  | <b>2x2=4<br/>LOW</b> |

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|  |                       | <ul style="list-style-type: none"> <li>• School is aware of support through Early Help Hubs.</li> <li>• Advice is available through CASS, BCC Safeguarding and BCC Prevent Team.</li> </ul>  |     | <p>outside agencies as and when necessary.</p> <ul style="list-style-type: none"> <li>• 1 child is currently on a limited timetable due to his medical needs. This child is not considered clinically extremely vulnerable, but, due to a recent procedure, is not attending school on a full-time basis. Safe and Well calls are being made on a regular basis; the School Nurse Team have also been contacted to enable a Care Plan to be completed so that they can attend more regularly.</li> <li>• The Learning Mentor has been signposted to support families who have been affected by COVID-19, with the school being made aware either by disclosures made by pupils or staff.</li> <li>• The school have bought into Malachi support service whereby families can be supported if there is limited engagement with school staff</li> </ul> <p>See 6.1</p> |                      |
| <b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b> | <b>3x3=9<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li> <li>• Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</li> <li>• Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• BCC Bereavement &amp; Loss training to be delivered remotely in September 2020.</li> <li>• School are to invest in support from 'Malachi' in order to offer support for families most in need. <b>THIS IS NOW IN PLACE.</b></li> <li>• Malachi staff to deliver staff training in order to support class staff with how to offer effective support for pupil wellbeing. <b>This has now been completed.</b></li> <li>• Referral system is in place to enable classroom staff to share concerns about individuals with Pastoral</li> </ul>   | <b>2x2=4<br/>LOW</b> |

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|  |                             | addition to safeguarding in general.   |     | <p>Team/DSLs</p> <ul style="list-style-type: none"> <li>• DSLs have a solid knowledge of how to access support, and will share necessary support with classroom staff as and when required.</li> <li>• Transition Fortnight positively promotes opportunities to cater for a focus on pupil well-being.</li> <li>• DSLs liaise regularly to share most up-to-date information linked to mental health and pastoral support, and provide this to families as and when necessary.</li> <li>• Cross-setting DSL sessions have been set up with Thornton DSLs to share key information with regards families who have children attending both schools.</li> <li>• DSLs have completed a wide range of training linked to concerns attached to COVID-19 and have shared the key findings as a group.</li> <li>• The DHT led a Wellbeing session for all staff on INSET Day 04/01/21 – this was well-received.</li> <li>• Staff have been signposted to relevant support offered by BCC and sent out to Noticeboard.</li> </ul> <p>-Staff INSET during the Spring 2<sup>nd</sup> Half Term has focused on Mental Health &amp; Wellbeing, with colleagues being signposted to complete the 'Place2Be' online training.</p> |                         |
| <b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b> |                             |  |     |   |                         |
| <b>Pupils' behaviour on return to school does not</b>  | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• New COVID-19 Behaviour Rules have been created and shared with each class; these are displayed and referred</li> </ul>   | <b>2x3=6<br/>MEDIUM</b> |

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| <p><b>comply with social distancing guidance</b></p> |  | <p>posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</p> <ul style="list-style-type: none"> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice.</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Break times and lunch times are structured and closely supervised. Large gatherings are avoided.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul> |  | <p>to regularly throughout the day. Reward system will be linked to these new rules.</p> <ul style="list-style-type: none"> <li>• Classrooms are set up to allow for social distancing as per guidelines.</li> <li>• Pupil movement minimised around school to toilet breaks, break times, lunchtimes, PE (1xper week), ICT (1xper week) and Outdoor Activity sessions.</li> <li>• Policy has been updated to reflect changes made to expectations; this has been shared with staff, parents/carers and pupils.</li> <li>• At start/end of the school day, SLT will be available around the school to remind parents/carers of the need to socially distance when collecting children.</li> <li>• <b>Staff handbook has been updated to reflect the expectations of the staff, and the implementation of the current the Risk Assessment.</b></li> <li>• <b>Feedback from teaching staff has indicated that pupils' behaviour has been very pleasing despite the changes being made due to COVID-19.</b></li> <li>• <b>All behaviour issues that have led to a pupil having to be spending time with a member of SLT has been recorded on CPOMs to maintain an ongoing log.</b></li> <li>• <b>Due to low numbers of pupils in school, there are very limited opportunities for bubble mixing</b></li> <li>• <b>Bubble sizes are lowered to less than 20 per bubble currently</b></li> </ul> | <p>2x2=4<br/>LOW<br/>28/09/20</p> <p>2x1=2<br/>LOW<br/>28/01/21</p> <p>2x2=4<br/>LOW<br/>01/03/21</p> |
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|  |                 |   |     | -Staff have been reminded to utilise the COVID-19 Behaviour Rules, and reinforce the message consistently, especially as the children return to school   |                      |
| <b>8. Curriculum priorities including any approaches to 'catch up' support</b>                                       |                 |   |     |  |                      |
| <b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b> | <b>4x2=HIGH</b> | <ul style="list-style-type: none"> <li>Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged.</li> <li>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 <a href="#">offer</a>.</li> <li>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.</li> <li>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.</li> <li>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.</li> <li>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Phonics, Reading and Maths assessments, plus a Baseline of writing, will be carried out within September to identify cohort and individual gaps in learning. This will help to organise planning, and to identify which individuals require intervention. (End of term re-assessment will take place to help to show progress over time, and inform assessments).</li> <li>Each class has a TA allocated to support with learning and interventions</li> <li>An additional changing facility has been set up to ensure that those with self-care challenges can be changed in comfort.</li> <li>An 'Isolation Pack' has been produced for each Year Group to be provided for any child who has to self-isolate or if there is a wider-spread closure, providing school staff time to plan for and organise remote learning.</li> <li>A mixture of teachers leading remote live sessions and signposting to good quality e-learning will be provided, with work required to be completed uploaded onto a learning platform</li> <li>Paper packs to allow for parent/carer teaching to be produced for those who</li> </ul> | <b>2x2=4<br/>LOW</b> |

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|  | <p>establishing good progress in the essentials</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021.</li> <li>• 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 <u>Education Endowment Foundation</u>.</li> <li>• Exam syllabi are covered and revised where appropriate.</li> <li>• Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning.</li> <li>• School is aware of pupils who are young carers</li> </ul> | <p>do not have Internet access, which can be collected from the school Office at suitable times across the school day.</p> <ul style="list-style-type: none"> <li>- Parents/carers are able to ask for support from class teachers with regards home learning via Class Dojo, Staff can signpost parents/carers to alternative learning opportunities in order to structure learning.</li> <li>- Home Learning has been organised to allow for children to be taught if bubbles self-isolate. Staff have created home learning provision so that it can be accessed with only 1 day of preparation required from self-isolation until provision can be made available.</li> <li>- A Personal Care assistant has been employed for the AU2 period due to there being 8 children in EYFS &amp; Y1 who still require changing at school. The Personal Care assistant's role has been augmented into SEND staff roles from Spring Term onwards.</li> <li>- The school has put into place the following support for children from Spring Term onwards:             <ul style="list-style-type: none"> <li>- An EAL targeted support worker for 4 days per week</li> <li>- An additional TA to offer support for targeted pupils in EYFS for 4 days per week</li> <li>- SEND support for the whole week for Year 1 SEND pupils</li> <li>- SEND support for Year 2 SEND pupils for 3 days per week</li> <li>- An additional TA to focus specifically on</li> </ul> </li> </ul> |  |
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|  | <p>and have targeted support for online learning where they are unable to return to school.</p> <ul style="list-style-type: none"> <li>• Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble.</li> </ul> |  | <p>supporting SEND needs in EYFS Unit all week</p> <ul style="list-style-type: none"> <li>- 2 Teaching Mentors being employed by the school to offer targeted support in Maths &amp; English</li> <li>- A full-time teacher providing small-group targeting across Year 1</li> <li>- EYFS TAs being trained in providing targeting using the NELI programme.</li> <li>• End of Autumn Term data has been analysed, and targeted interventions have been developed to combat underperformance.</li> <li>• Remote learning is set up for all children utilising platforms that are easy to use on telephone or smaller devices to attempt to get maximum engagement</li> <li>• Coverage of the curriculum matches that being delivered to those still attending school</li> <li>• Small-group targeting is being delivered by 2 Academic Mentors and the school's EAL TA to support children who require additional, focused support</li> <li>• Priority teaching is being focused on core subjects, specifically Phonics and Reading, with Topic-related learning being included into English teaching to maximise coverage.</li> </ul> <p>-Assessments in core subjects will take place during the first 2 weeks back, the results of which will be used to inform planning for wb22/03/21 onwards.</p> <p>-Priority within the curriculum on core subject learning will take place initially, with the</p> |  |
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|  |              |   |     | <p>intention to return to a more broad and balanced curriculum by the end of the academic year</p> <ul style="list-style-type: none"> <li>-An initial focus on pastoral support and mental health and well-being, including more PHSE opportunities, to be included into plan for transition period</li> <li>-Targeted support will be in place in all YGs, including the use of Academic Mentors and trainee teachers in the majority of classes across the Summer Term</li> <li>-RHE has been included in the PHSE provision from the Summer Term. The Working Party, formed in collaboration with the Junior School, have a meeting planned to discuss the provision of the curriculum in April 21.</li> </ul>   |              |
| <b>School unable to meet full provision required in line with EHCP</b> | 2x2=4<br>LOW | <ul style="list-style-type: none"> <li>• Supporting the delivery of each EHC plan.</li> <li>• Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis.</li> <li>• Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li> <li>• Access support through health and social care offer.</li> <li>• Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• Inclusion Manager will provide bespoke learning packages for any child with an EHCP who does not return in September (we currently only have 5 so this is a reasonable provision).</li> <li>• Provision for their return has already been made and staff involved in this delivery have been made aware of the probable need to not be able to maintain social distancing, and to use PPE.</li> <li>• The Inclusion Manager liaises with the school's EP weekly to maintain links to outside agency support, and ensure that children with EHCP are being provided for appropriately.</li> <li>• The Inclusion Manager &amp; HT have been in contact with PSS, who, in representing that LA, have the potential</li> </ul> | 1x1=1<br>LOW |

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|   |                       |   |     | <p>to provide the school with additional funding to allow for 2.5 extra staff; this will enable those children with EHCPs to be fully provided for, as well as those on the verge of being allocated a EHCP but are currently not being funded. The school is still awaiting the outcome of this proposal.</p> <ul style="list-style-type: none"> <li>• Currently, 4 children with EHCPs are on a part-time provision, but the school is pro-actively working towards providing full-time education for all of these children.</li> <li>• Of the 5 children with EHCPs, 3 are attending on a reduced timetable, in consultation with parents/carers. The 2 children not attending are receiving bespoke provision from class staff, and regular contact is being made.</li> <li>• All children with SEND have been signposted to the SEND support offer being provided by BCC, and this has been added to the school's website.</li> </ul> |   |
| <b>Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b> | <b>3x3=9<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• Access <u>BEP</u> offer for online resources.</li> <li>• NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school.</li> <li>• Review online offer for pupils that are unable to attend school.</li> <li>• Learning offer for pupils unable to access online resources.</li> <li>• Access Early Help Hub support for those pupils affected by ICT poverty.</li> <li>• Differentiate offer for eligible children that can't attend school to support future transition.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• An 'Isolation Pack' has been produced for each Year Group to be provided for any child who has to self-isolate or if there is a wider-spread closure, providing school staff time to plan for and organise remote learning.</li> <li>• A mixture of teachers leading remote live sessions and signposting to good quality e-learning will be provided, with work required to be completed uploaded onto a learning platform.</li> <li>• Paper packs to allow for parent/carer teaching to be produced for those who</li> </ul>  | <b>2x2=4<br/>LOW</b><br><br><b>2x1=2<br/>LOW<br/>01/03/21</b> |

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|  |  | <ul style="list-style-type: none"> <li>• Staff deployment including support workers, trainees and volunteers.</li> <li>• 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.</li> </ul> | <p>do not have Internet access, which can be collected from the school Office at suitable times across the school day</p> <ul style="list-style-type: none"> <li>• Parents/carers are able to ask for support from class teachers with regards home learning via Class Dojo, Staff can signpost parents/carers to alternative learning opportunities in order to structure learning.</li> <li>• The school will carry out a survey of parents/carers who do not have access to online learning and use this to facilitate Early Help Hub support. (A letter outlining the school's Blended Learning offer has been sent out, asking for parents/carers to provide details that will enable them to access Class Dojo, and teaching via Zoom)</li> <li>• The DHT has continually examined responses to online Home Learning – as a school, we have acceptance and engagement for over 85% of the families, meaning that there is a limited need to provide paper-based learning.</li> <li>• Staff expectations have been outlined to ensure that appropriate feedback is provided for any uploads on Class Dojo and Tapestry.</li> <li>• Home Learning has been organised to allow for children to be taught if bubbles self-isolate. Staff have created home learning provision so that it can be accessed with only 1 day of preparation required from self-isolation until provision can be made available.</li> <li>• Key learning from the 2 bubbles that</li> </ul> |  |
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|  |  | DRAFT | <p>have been provided with remote learning across AU2 indicate that filming teaching that can be accessed at any stage across the day is preferable because live Zoom lessons proved challenging. This approach also supports families who have limited access to digital provision.</p> <ul style="list-style-type: none"> <li>• On average, there were about 50% of pupils actively engaging in the remote learning provision.</li> <li>• Remote learning is set up for all children utilising platforms that are easy to use on telephone or smaller devices to attempt to get maximum engagement</li> <li>• Coverage of the curriculum matches that being delivered to those still attending school</li> <li>• Small-group targeting is being delivered by 2 Academic Mentors and the school's EAL TA to support children who require additional, focused support</li> <li>• Priority teaching is being focused on core subjects, specifically Phonics and Reading, with Topic-related learning being included into English teaching to maximise coverage.</li> <li>• Staff have been in regular contact with those parents/carers of pupils not engaging in remote learning to support them with set-up. Parent/Carers have also been signposted to staff in school who would help set them up with their personal devices. Videos as to how to use remote learning platforms have</li> </ul> |  |
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|   |                       |  |            | <p>been posted to support.</p> <ul style="list-style-type: none"> <li>Staff are working collegiately as Year Groups in order to share provision of planning and delivery of teaching, posting pre-recorded sessions; this enables children to access the remote learning at a time that works best for them and their family.</li> </ul> <p>-Remote learning for individuals or small groups of children self-isolating will include an 'Isolation Pack', with 'drop-in' provision to offer support as and when required by the parents.</p> <p>-When bubbles are closed due to close contact case, the remote learning package will be the same as when in lockdown, utilising Zoom and Class Dojo/Tapestry.</p>   |                      |
| <p><b>Pupils moving on to the next phase in their education are ill-prepared for transition</b></p> | <p>3x3=9<br/>HIGH</p> | <ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>Liaison with the Junior School has been continual; contact with the key staff members has been made, and the Junior School have made provisions via their own website, and this has been signposted to by school.</li> <li>The Year 2 Lead has been in contact with the AHT at the Junior School in order to establish a transition package</li> <li>Transition themes were embedded into Year 2 planning and parents were signposted to the Junior school's regular newsletters on Class Dojo.</li> <li>Zoom meetings have been held with Year 2 children and their class teacher to allow for closure.</li> <li>The Junior school has provided the opportunity for each child to visit the school with their parents/carers, enabling them to</li> </ul> | <p>2x2=4<br/>LOW</p> |

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|  |  | DRAFT | <p>meet the teacher and have a tour of the school.</p> <ul style="list-style-type: none"> <li>• Contact has been made with the local nursery where many of the children who will be attending school in Reception to enable initial transition.</li> <li>• Each of the EYFS families have been contacted via telephone; a 'door step' visit has been carried out; zoom meetings have taken place, altogether enabling a smooth remote transition that ensured parents/carers are aware of the school's expectations</li> <li>• All PowerPoint presentations have been uploaded onto the school website</li> <li>• A 'Welcome' pack has been delivered to each family that has outlined key information.</li> <li>• An information letter with 'Home Learning' provision has been delivered prior to the Summer break, outlining key dates ready for the return in September.</li> <li>• A structured approach to transition has been outlined – this will include:             <ul style="list-style-type: none"> <li>• an opportunity to participate in a 1:1 meeting with staff on the school site, allowing for the child to see the unit prior to starting</li> <li>• taste-testing of foods that they will be eating during lunchtimes</li> <li>• part-time provision</li> </ul> </li> </ul> <p>full-time provision from Friday 25<sup>th</sup> September onwards.</p> <p>-Initial plans are already in place with the Junior School in order to organise transition for the current Year 2 pupils.</p> <p>-Where possible, the school intends to complete face-to-face transition for new EYFS families, minimising the numbers of families</p> |  |
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|  |                                 |   |     | <p>being involved in the meetings at one time. This decision will be clarified once more details regarding the roadmap are made clear by the Government. If not possible, the school will provide remote transition similar to what was offered in June/July 2020.</p> <p>-A 'Transition' page will be added to the school's website so that details can be shared effectively with the parents/carers.</p>   |                      |
| <b>9. Content and timing of staff communications</b> |                                 |   |     |   |                      |
| <b>Staffing levels can't be maintained</b>           | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff.</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school.</li> <li>Chair of responsible body kept informed throughout.</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <u>extra mental health support for pupils and teachers</u> from DfE is also accessed.</li> <li>Staff deployment including support workers, trainees and volunteers.</li> <li>Setting up arrangements with local schools or schools within MAT.</li> <li>Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>There are projected to be at least 5 members of staff available to ensure that all classes can be taught daily if staff can't come into school</li> <li>The 2 Office staff will be in school daily in order to complete their jobs effectively, and to ensure that they are available for any visitors that may come into school (although this should be very limited!)</li> <li>The Site Manager will remain in school during the day in order to complete additional cleaning throughout the day.</li> <li>The HT, DHT, SBM and Inclusion Manager will be available in order to carry out more remote activity, as required each day. This will include monitoring any risks that may have occurred during the day, or previously, in order to aim to minimise the risk.</li> <li>There are currently 4 DSLs in school, 3 of whom are out of class completely and the 4<sup>th</sup> one only in class on a Friday.</li> <li>There is an additional teacher in the</li> </ul> | <b>2x1=2<br/>LOW</b> |

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|  |                                 |  |     | <p>EYFS Unit, and we have 1 non-class based TA who willingly supports staff in classrooms when there is a staff absence. 3 SLT members are also available to cover in classes as and when necessary. The school also has good links with regular supply staff who know the school and its systems really well).</p> <ul style="list-style-type: none"> <li>Rotas were created within each Year Group to ensure that there was adequate staffing ratios to cater for the children still accessing school, and to ensure that remote learning could continue without disruption.</li> </ul> <p>-10/12 classes will be supported by a trainee teacher during the Summer Term, meaning that each of these classes have 3 adults attached to them.</p> <p>-If there is a staffing concern in 1 of the remaining classes (without a trainee teacher attached), a part-time staff member who teaches in that class for part of the week will be available to cover.</p> <p>-If there is a staffing concern in the final class without a trainee teacher attached, the HT, DHT or Inclusion Manager will be available to teach if short-term absence. In the event of a longer-term absence, the school will work with a supply agency to provide consistent cover.</p> |                      |
| <b>Identify staff unable to return to school</b> | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>0 staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls.</li> <li>Provide ongoing support for staff including wellbeing and mental health support for</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Following discussions with all staff members, no staff members have indicated that they will be unable to return to work in September.</li> <li>In line with guidance linked to new national restrictions, there are no staff</li> </ul>   | <b>2x1=2<br/>LOW</b> |

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|  |  | <p>maintained schools.</p> | <p>members classed as clinically extremely vulnerable.</p> <ul style="list-style-type: none"> <li>• 1 staff member who is currently in the earlier stages of pregnancy has had a RA carried out in order to establish how the school can ensure that they can continue to carry out their responsibilities appropriately without causing a risk to their health.</li> <li>• Based upon the current guidance from the Government, on moving to Tier 4, there will not be any staff members who can not continue to work in school as no staff previously were informed to self-isolate by a medical professional.</li> <li>• All staff are currently able to work both in school and remotely. 1 staff member has indicated their preference to work remotely due to the fact that their parent is clinically extremely vulnerable, which has been considered. 1 pregnant member of staff is working within a Risk Assessment, and will begin working from home at 28 weeks, from after February Half Term.</li> </ul> <p>-All staff will return to work following the lockdown period, with the exception of:</p> <ul style="list-style-type: none"> <li>-one member of staff who now falls into the category of CEV and therefore will be self-isolating until 31<sup>st</sup> March at the earliest; cover has been organised to cater for this.</li> <li>-one staff member who has a sick note that runs until they start their maternity leave (mid-April), and one who has been on long term sick, for which the school is following the absence procedures.</li> </ul> |  |
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|  |                                     |   |            | <p>-one pregnant member of staff is having weekly RAs completed to ensure that the school is supporting them; they do have other pregnancy-related health conditions, but school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learning.</p> <p>-Staff INSET has been provided to support the mental health and wellbeing of pupils, as well as their own, utilising Place2Be online training, to be completed during SP2.</p>  |                              |
| <p><b>Staff are insufficiently briefed on expectations</b></p> | <p>4x4=16<br/> <b>VERY HIGH</b></p> | <ul style="list-style-type: none"> <li>• Staff receive daily/weekly briefings on day to day school matters.</li> <li>• Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders.</li> <li>• Flexible working patterns and arrangements if appropriate</li> <li>• Staff workload expectations are clearly communicated.</li> <li>• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school.</li> <li>• Staff have been fully briefed on the action planning for local/bubble lockdown.</li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>• Staff briefing regarding re-opening of the full site has been delivered and presentation has been emailed to colleagues</li> <li>• Feedback from staff has been considered and adaptations to ideas have been made; these have then been shared with staff accordingly</li> <li>• The school offers a counselling service that can be accessed confidentially by all staff members, leading to at least 5 counselling sessions provided in the first instance</li> <li>• HT &amp; DHT send emails with updates if required.</li> <li>• Due to the 'family' nature of the school, colleagues are very considerate of staff wellbeing, and support is collegiately offered. The HT &amp; DHT regularly offer support to their colleagues, as well as signpost colleagues to external support for wellbeing.</li> <li>• Zoom and Teams calls have been utilised to allow for those staff members working remotely to participate fully in preparation.</li> <li>• Malachi will be providing staff training to support staff in ensuring they can support children with wellbeing needs – October</li> </ul> | <p>2x1=2<br/> <b>LOW</b></p> |

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|  |                             |  |     | <p>2020.</p> <ul style="list-style-type: none"> <li>The majority of staff meetings will be carried out remotely for the AU Term to balance staff workload and to minimise time spent in school. This will consist of remote training focusing on wellbeing and the introduction of the new PHSE curriculum. (Staff Meetings have now been allocated for the whole academic year, focusing on developing CPD, and providing 'catch-up' opportunities with a small group of identified pupils in each class).</li> <li>Staff Briefing update will be led by RM to update colleagues on the most recent information, including key aspects from the RA, on 04/01/21.</li> <li>SLT meetings are held fortnightly to discuss any issues. Year Group leaders ensure that staff in their Year Group are informed of agreed decisions</li> <li>WhatsApp groups have been set up across school so that contact can be easily made when working remotely</li> <li>Regular updates are sent out via email should more formal or exact messages need to be shared.</li> </ul> <p>-Staff briefing has been provided by RM with regards re-opening of school wb01/03/21 prior to the re-opening date of 08/03/21.</p> |  |
| <b>10. Protective measures and hygiene</b>   |                             |  |     |   |  |
| <b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing</b> | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Start and end of school day times will be staggered to enable safe social distancing for drop off and collection. Each class will enter/exit the school from a different door.</li> <li>Families have been allocated 1 of 2 entrances to minimise bottle-necking at the</li> </ul>   | <b>3x2=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br><b>16/11/20</b> |

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| <p><b>guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times</b></p> |  | <p>feasible.</p> <ul style="list-style-type: none"> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• NS/NC children are organised in small groups with a key worker and move around with them.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Agree how safety measures and messages will be implemented and displayed around school.</li> <li>• Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe.</li> <li>• It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, 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.</li> </ul> | <p>start/end of the school day.</p> <ul style="list-style-type: none"> <li>• <b>We have introduced the use of a 3<sup>rd</sup> entrance for the Reception classes. This has meant that the 2 other entrances are not overcrowded at any stage.</b></li> <li>• 1 metre distance 'dots' have been placed along the entrances to the school to enable parents/carers and children to queue at their allocated time slot when dropping their child to school.</li> <li>• A one-way system around the outside of the school at the beginning and end of the day has been set up so that all parents/carers and children complete the same 'circuit' and therefore should be able to maintain social distancing.</li> <li>• Classrooms have been re-modelled, with chairs and desks in place to meet current guidelines, and to ensure children are forward-facing where possible.</li> <li>• Each classroom has their own handwashing facility, which will be regularly checked by the Site Manager to ensure that there are ample cleaning materials.</li> <li>• Hand sanitiser will be provided in each classroom to enable quicker hand cleaning when it is more difficult to utilise the classroom sink.</li> <li>• Class 'bubbles' will stay together with their 2 adults and do not mix with other pupils for the majority of the school day/week</li> <li>• The Staff Room will only cater for half of the staff at one time. Therefore, time slots have been allocated to enable staff to use the Staff Room for 20-minute periods.</li> <li>• Alternative spaces will be provided for staff to</li> </ul> |  |
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|  |  | DRAFT | <p>remain out of class during the lunchtime period and still maintain social distancing</p> <ul style="list-style-type: none"> <li>• The school playground will be sectioned into 5 spaces which can be used by 'bubbles' across the afternoon, as well as during break times and lunchtimes. The Sports Coach will be available during break times and lunchtimes to support with the cleaning of any equipment that is used. Each section will have a cleaning station set up, and time will be provided at the end of sessions to enable children to help with the cleaning process of any equipment used. Staff at the school are very aware that not all children will be thorough with their cleaning of equipment, and therefore 'bubble' staff will monitor the cleaning of any equipment carefully, and re-clean if necessary. There is also a 'cleaning' time allocated in between each session time to allow for the 'bubble' staff to thoroughly clean any equipment that has been used.</li> <li>• The Sports Coach will set up activities within each zone of the playground each day that will enable social distancing and limit cross-contamination. However, it will also be expected that activities are clearly demonstrated by class staff to greatly minimise any situations where cross-contamination can occur. For instance, if using hockey sticks to pass a ball between two children, it will need to be explicitly explained that the child cannot pick the ball up with their hands if they have to retrieve it, but will need to use their stick.</li> <li>• Start and departure times are staggered into 3 timeslots, with a 10-minute interval between</li> </ul> |  |
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|  |  | DRAFT | <p>groups of children entering and exiting.</p> <ul style="list-style-type: none"> <li>• Each class will enter and exit from separate doors. On entry, a staff member from their class will meet the members of their and ensure that they clean their hands before entering the school. At the end of the day, parents/carers will be expected to socially distance; staff members will be available at exit points to remind parents/carers of this requirement.</li> <li>• In order to minimise any parents/carers staying on the school grounds for any longer than necessary, any messages that need to be passed on from teacher to parent/carer, or vice versa, will be carried out via telephone during the school day.</li> <li>• At the start of the day, a queuing system will be optimised in order to enable social distancing. 'Dots' are on the floor to help parents/carers and children to maintain social distancing whilst waiting.</li> <li>• Pupils will be briefed regularly across the day regarding observing social distancing guidance whilst circulating around the school, specifically prior to movement.</li> <li>• Children will be escorted around the school by a member of staff in the 'bubble' if they need to leave the classroom without their 'bubble' (eg. to go to the toilet).</li> <li>• At lunchtimes, each class has a designated LTS who will remain with their class during the whole of the lunchtime.</li> <li>• <b>Despite staff reminders to parents/carers about maintaining social distancing when queuing or when in the playground, staff members outside still suggest that some</b></li> </ul> |  |
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|   |                                 |   |     | <p>parents/carers do not adhere to this expectations, and therefore the Risk level can not be changed. (Staff members agree that there has been an improvement in social distancing with parents/carers; therefore, it is agreed that the RA rating can be lowered).</p> <ul style="list-style-type: none"> <li>During lockdown, there are only 3 bubbles in school utilising 3 separate spaces. All expectations outlined above are maintained, with less children to monitor and ensure are following guidance.</li> </ul> <p>Following ongoing checks around the school, it is evident that staff are following guidance provided in terms of wearing PPE and maintaining social distancing.</p>   |   |
| <b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b> | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>Classroom base arrangements in place.</li> <li>Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>All soft furnishings/toys have been removed in EY environment</li> <li>Resources are arranged to be used within bubbles to limit the risk of cross contamination.</li> <li>Arrangements are reviewed regularly.</li> <li>Reducing clutter and removing difficult to clean items can make cleaning easier.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>In KS1, children will have their own resource pack that only they will have access to.</li> <li>In EYFS, resources will be used on a cyclical basis so that, once used, it is then boxed up and not used again until the same day the following week. Items that can't be cleaned easily across the day will not be used.</li> <li>EYFS equipment that needs to be reused within the school day or overnight can be sprayed with antibacterial spray and left to dry.</li> <li>KS1 pupils have adapted to having their own individual packs really effectively.</li> <li>As we still have not had full-time provision in the EYFS Unit, we are unable to change the Risk level. (Following the development of full-time provision, it is evident that the children can follow guidance effectively, and are maintaining their bubbles; staff are ensuring that the classroom set-up meets the new guidance for EYFS provision).</li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br>16/11/20 |

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|  |                            |   |     | -The ICT Suite and hall have recently been de-cluttered to ensure the cleaning of these 2 communal rooms can be more easily maintained - this was decided upon as part of the Health & Safety walk-round carried out wb22/02/21  |                     |
| <b>Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines</b> | 4x4=16<br><b>VERY HIGH</b> | <ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> <li>Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>The Staff Room will only cater for half of the staff at one time. Therefore, time slots have been allocated to enable staff to use the Staff Room for 20-minute periods. (The Staff Room now has an allocation of 10 maximum staff at one time. The school hall has been developed into a makeshift Staff Room, catering for a further 8 staff. Each of the rooms organised to be used for staff at lunchtime have specific limits to the maximum numbers of adults allowed to use the room at each time).</li> <li>Alternative spaces will be provided for staff to remain out of class during the lunchtime period and still maintain social distancing</li> <li>The staffroom kitchen will be limited to 1 person at any one time.</li> <li>Perspex screens have been set up to allow for staff in offices to minimise contact.</li> </ul> <p>-Recent staff briefing outlined the allocations of rooms across the school so that small-group and 1:1 targeting could take place.</p> <p>-medical practitioners who come to work in the school have an allocated space made available to them which will be cleaned prior to, and after, use.</p> | 1x2=2<br><b>LOW</b> |
| <b>Queues for toilets and handwashing risk non-compliance with</b>   | 4x4=16<br><b>VERY HIGH</b> | <ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>NS/NC have arrangements in place to meet the staffing requirements when changing nappies</li> </ul>   |     | <ul style="list-style-type: none"> <li>A toilet timetable has been set up so that classes can visit at allocated times across the day</li> <li>Staff have been encouraged to 'model' good</li> </ul>   | 2x2=4<br><b>LOW</b> |

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| <b>social distancing measures</b>  |                      | <p>and responding to children changing requirements.</p> <ul style="list-style-type: none"> <li>• Floor markings are in place to promote social distancing.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Children are encouraged not to touch peers.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> <li>• Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England.</li> </ul> |     | <p>handwashing when they take their class to the toilet</p> <ul style="list-style-type: none"> <li>• Individuals who require the toilet when not at their allocated time slot will have to be escorted to the toilet by one of the staff members in the class. They will have to use one of the 2 additional toilets during these times</li> <li>• An additional cleaner has been employed to ensure that robust cleaning takes place in all toilets.</li> <li>• Due to the length of time it would take for 30 children to handwash in the classroom environment, hand sanitisers will be used throughout the day at regular intervals, at the discretion of the staff in that class.</li> <li>• <u>An additional LTS has been employed in both the EYFS Unit and the KS1 playground to enable children who require the toilet to be escorted without a mix of bubbles.</u></li> </ul> <p>-As part of the transition period when school re-opens, staff have been asked to re-focus the children on the correct procedures when washing hands in the toilet, and the expected procedures when coughing or sneezing. The Site Manager will also ensure that all relevant posters are in place and have prevalence around the school at significant vantage points.</p> |                      |
| <b>Impact of any new variants of the virus on the day to day running of the school</b> | <b>2x2=4<br/>LOW</b> | <ul style="list-style-type: none"> <li>• The new variants of the virus do not require any additional control measure and the current guidance remains unchanged.</li> <li>• Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted.</li> </ul>   | Yes | N/A  | <b>2x1=2<br/>LOW</b> |

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|  |                        | <ul style="list-style-type: none"> <li>BCC's Local Outbreak plan can be found here: <a href="https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19">https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19</a></li> </ul>   |     |  |  |
| <b>11. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies</b>                                       |                        |  |     |  |  |
| <b>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b> | <b>3x3=9<br/>HIGH</b>  | <ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>Enhanced 'deep clean' prior to the wider opening of the school.</li> <li>An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces.</li> <li>More frequent cleaning of rooms / shared areas that are used by different groups.</li> <li>Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.</li> <li>Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day.</li> <li>Outdoor playground equipment should be more frequently cleaned.</li> <li>Seek LA support to manage insufficient cleaning capacity.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>As cleaning staff are contracted to clean the inside of the school building, it will be the 'bubble' staff responsibility to clean any outside railings that are touched by children/staff. As such, each outdoor zone will be provided with cleaning station with appropriate materials that can be used as and when required.</li> <li>Between the Site Manager and an additional member of the cleaning staff, the enhanced cleaning schedule is being maintained on a daily basis.</li> <li>A fog machine has been purchased and all areas of the school are 'fogged' at least once per week.</li> </ul> <p>-The cleaning staff completed an enhanced deep clean of the school during Half Term.</p> <p>-During staff briefing, reminder of the need to ensure that outdoor playground equipment is cleaned more frequently will be made, specifically liaising with the Sports Coach to ensure that he is aware of the high need that this represents.</p> | <b>2x2=4<br/>LOW</b><br><br><b>2x1=2<br/>LOW</b><br>16/11/20 |
| <b>Procedures are not in place for</b>   | <b>4x4=16<br/>VERY</b> | <ul style="list-style-type: none"> <li>Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19:</li> </ul>  | Yes | <ul style="list-style-type: none"> <li>Arrangements are in place for the children of key workers and vulnerable</li> </ul>   | <b>2x2=4<br/>LOW</b>   |

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| <b>Covid-19 clean following a suspected or confirmed case at school</b>   | <b>HIGH</b>                 | <u>cleaning of non-healthcare settings guidance</u> <ul style="list-style-type: none"> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact.</li> <li>Sufficient and suitable equipment is available for the required clean.</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Seek support from Public Health Birmingham. Use the <u>flowchart</u> if a staff member or pupil displays symptoms.</li> <li>Suitable PPE equipment is available if 2m from the child cannot be maintained.</li> </ul>  |     | <p>children to go to Thornton in the event of closure, which would be reciprocated in the event of a deep-clean being required at either school.</p> <ul style="list-style-type: none"> <li>All relevant staff members have been provided with the most up-to-date flow chart to ensure that we are following the most appropriate guidance.</li> </ul>  |   |
| <b>12. Enhanced hygiene practices and arrangements for shared items</b>   |                             |  |     |  |   |
| <b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b> | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment.</li> <li>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.</li> <li>Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England.</li> <li>Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Due to the length of time it would take for 30 children to hand wash in the classroom environment, hand sanitisers will be used throughout the day at regular intervals, at the discretion of the staff in that class.</li> <li>As per the guidance provided, hand wipes will be provided for any child who struggle with hand sanitiser, or ingest it.</li> <li>Due to the age of the children in the school, it has been advised that the children and staff do not wear face masks as this would make teaching the children very difficult. Parents/carers will be asked to take their child's mask with them home, if they wear one, and return with a mask to be worn to return home, if necessary.</li> <li>During staff training, all staff felt comfortable and understood why they had been requested to work without wearing a mask.</li> <li>All staff have been provided with a personal hand sanitiser bottle that can be refilled.</li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br>28/09/20 |

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| <b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b> | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>A plan is in place to clean resources which have been taken home.</li> <li>Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>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</li> </ul> | <p>Yes</p> <ul style="list-style-type: none"> <li>Children will only be asked to bring in their Book Bag that will include their reading book and Reading Diary. This will be stored in their chair pouches and only touched by the individual child. Books read with an adult will then be placed in a 'Book Bin' and not touched for over 72 hours before being re-distributed or placed back in their Guided Reading pack. (<a href="#">Feedback to parents/carers regarding reading in school is provided via a 'Reading slip', thus meaning that staff do not have to touch reading books or Reading Diaries</a>).</li> <li>All pupils will be provided with their own learning pack that will include individual items that will only be used by that individual.</li> <li>Each class is allocated their own cleaning</li> </ul> | <b>2x2=4<br/>LOW</b> |

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|  |  | <p>wraparound care.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products.</li> <li>• The governing board finance committee is aware of any additional financial commitments.</li> </ul> | <p>products, and staff within each 'bubble' will ensure that any shared resources are cleaned down appropriately in between each child using the equipment.</p> <ul style="list-style-type: none"> <li>• The EYFS team will be ensuring that any items that are used within the unit is either cleaned thoroughly at the end of each day, or 'boxed' for a period of at least 72 hours before re-use.</li> <li>• In EYFS, free-flow will often be 'guided' to ensure that equipment use can be monitored and that this can therefore ensure adequate cleaning.</li> <li>• In EYFS, lunchtime supervisors will all have their own bag of equipment that can be used for the 15 minutes the children will be accessing the playground during lunchtimes. The LTS will then ensure that their equipment is cleaned and ready to be used by another class subsequently.</li> <li>• The school playground will be sectioned into 5 spaces which can be used by 'bubbles' across the afternoon, as well as during break times and lunchtimes. The Sports Coach will be available during break times and lunchtimes to support with the cleaning of any equipment that is used. Each section will have a cleaning station set up, and time will be provided at the end of sessions to enable children to help with the cleaning process of any equipment used. Staff at the school are very aware that not all children will be thorough with their cleaning of equipment, and therefore 'bubble' staff will monitor the cleaning of any equipment carefully, and re-clean if necessary. There is also a 'cleaning' time allocated in between each session time</li> </ul> |  |
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|  |                        |   |     | <p>to allow for the 'bubble' staff to thoroughly clean any equipment that has been used.</p> <ul style="list-style-type: none"> <li>• The SBM is maintaining an ongoing record of this that will be shared with the finance committee as appropriate. A claim form has been sent off to try and recoup additional spending costs. (The school has received <a href="#">funding link to the claim made to reimburse COVID-19 spending</a>).</li> <li>• On the request of the GB, a comprehensive breakdown of the actual additional spending linked specifically to COVID will be made and presented to the Finance Committee at the next meeting in March 2021.</li> <li>• The COVID-19 Catch-Up Fund overview of spending has been completed and can be accessed via the school website.</li> </ul>  |   |
| <b>13. School level response for symptomatic or ill pupils or staff members</b>  |                        |   |     |   |   |
| <b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</b> | <b>3x4=12<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> <li>• Regular review of the latest information across senior leadership and staff members: <a href="https://www.birmingham.gov.uk/COVID-19_schools_faqs">https://www.birmingham.gov.uk/COVID-19_schools_faqs</a></li> <li>• Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• A hierarchy of staff who deal with any incidents where a child shows symptoms in the school has been outlined so that staff know who to contact in order to carry out key procedures; these staff have made themselves aware of the procedures that need to be followed with regards following the checklist and flowchart provided by BCC.</li> <li>• Where alternative rooms are being used as part of smaller group work, a sign-in sheet will be provided to indicate who has accessed the room for cross-referencing purposes.</li> <li>• A specific area is being set up in the EYFS unit that will allow vulnerable children a space to access if they are finding spending time in their class base a challenge. Again, staff will record who has utilised this space, and also</li> </ul> | <b>2x3=<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br><b>28/09/20</b> |

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|  | <ul style="list-style-type: none"> <li>or confirmed case within the pupil or staffing cohort.</li> <li>• Staff are aware of the location of the emergency PPE pack.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>• Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist.</li> <li>• Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>• 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.</li> <li>• 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.</li> <li>• Further information on Government's vaccination plan can be found here: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/">https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/</a></li> <li>• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when</li> </ul> | <p>outline if there have been any incidents whilst travelling to the space that may impact on the penetrating of another 'bubble'.</p> <ul style="list-style-type: none"> <li>• Where there has been a case of a positive test in bubble, the parents/carers have been contacted before their child had attended school to inform them of the need to self-isolate. (This has continued with the most recent positive tests).</li> <li>• For the 2 cases that have required self-isolation of a pupil, the staff involved have completed the isolation process in the specified room very accurately, according to the training shared at the start of the academic year. (A further 4 incidents have taken place whereby isolation in the allocated room has been required. On each occasion, the staff have maintained the correct procedures as outlined; once used, the room has been cleaned and 'fogged' prior to re-use).</li> <li>• An alternative room has been identified as the 'Isolation Room' from Spring Term onwards. This room is rarely used, and staff have been made clear of the expectations of clearing out from the room should a potentially infectious case be in school and in need of the Isolation Room.</li> <li>• RM spoke with a member of the Healthcare team dealing with RIDDOR and discussed cases that have been reported to the LA to see whether there was a case linked to RIDDOR.</li> </ul> <p>-RM held a staff briefing with all staff regarding LFD testing. Those staff who have agreed to participate in taking regular LFD testing know</p> |  |
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|   |                                 | <p>and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</p> <ul style="list-style-type: none"> <li>o <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing <a href="mailto:schoolsafety@birmingham.gov.uk">schoolsafety@birmingham.gov.uk</a>.</i></li> <li>o <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i></li> </ul> |     | <p>the process of recording and informing key colleagues of positive test results should this occur.</p>   |  |
| <b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b> | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised.</li> <li>• For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>   | Yes | <ul style="list-style-type: none"> <li>• An additional room has been designated for pupils with suspected COVID-19 whilst collection is arranged. The space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>• Procedures are in place for this room to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. This facility will be cleaned by either the Site Manager or the additional cleaner on site (dependent on the time of required cleaning).</li> <li>• A 2<sup>nd</sup> room has also been signposted as can be used should there be 2 cases at the same</li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br><b>28/09/20</b> |

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|  |                       | <ul style="list-style-type: none"> <li>Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> <li>Isolation for pupils and staff in residential settings should be within the residential setting.</li> </ul> |     | <p>time; staff are aware of how this will be used should the need arise.</p> <ul style="list-style-type: none"> <li>Where there has been a case of a positive test in bubble, the parents/carers have been contacted before their child had attended school to inform them of the need to self-isolate. (This has continued with the most recent positive tests).</li> <li>For the 2 cases that have required self-isolation of a pupil, the staff involved have completed the isolation process in the specified room very accurately, according to the training shared at the start of the academic year. (A further 4 incidents have taken place whereby isolation in the allocated room has been required. On each occasion, the staff have maintained the correct procedures as outlined; once used, the room has been cleaned and 'fogged' prior to re-use).</li> <li>In order to maximise space in the school, and due to the limited number of symptomatic cases in school over time, the Isolation Room has been changed; staff have been made aware of the new organisation.</li> <li>Since lockdown, there has been one case of a symptomatic child in school; the correct isolation procedures were carried out.</li> </ul> |                      |
| <b>14. Plan for personal protective equipment for staff</b>                                |                       |   |     |   |                      |
| <b>Provision of PPE for staff where required is not in line with government guidelines</b> | <b>3x3=9<br/>HIGH</b> | <ul style="list-style-type: none"> <li>Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and use of PPE if an individual child,</li> </ul>  | Yes | <ul style="list-style-type: none"> <li>Based upon Government guidelines, staff and pupils have been told that they cannot wear a mask when at school. Individual requests made by staff or pupils to wear masks will be taken into consideration with advice sought if necessary. It may be likely to have contact</li> </ul>   | <b>2x2=4<br/>LOW</b> |

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|  |  | <p>young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>.</p> <ul style="list-style-type: none"> <li>• Sufficient PPE has been procured through normal stockist.</li> <li>• PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist.</li> <li>• Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• 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.</li> <li>• Seek LA support for emergency PPE stock.</li> <li>• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance.</li> </ul> |  | <p>with the individual person's medical expert in order to gather relevant information pertaining to their request.</p> <ul style="list-style-type: none"> <li>• Staff have now been given the option of wearing visors around school. They have been advised to wear visors if they are working within the EYFS unit or 1 to1 across the school.</li> <li>• Staff Briefing led 28/09/20 explained how, when teaching from 2 metres + away, the need for visors is not necessary, but when working in close proximity to a child, the visor should be worn.</li> <li>• The school has received 2 sets of additional PPE from the LA. The school is in a strong position in terms of having an adequate amount of PPE available, with plenty in stock to replenish as and when required.</li> </ul> |  |
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| <p><b>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b></p> |                                 | <ul style="list-style-type: none"> <li>• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios.</li> <li>• Sufficient stock has been ordered using school's usual suppliers</li> <li>• Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place.</li> <li>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines.</li> <li>• Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:             <ul style="list-style-type: none"> <li>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing aerosol generating procedures (AGPs).</li> </ul> </li> </ul> |            |   |                              |
| <b>15. Managing premises related issues</b>   |                                 |   |            |   |                              |
| <p><b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>     | <p>2x3=6<br/> <b>MEDIUM</b></p> | <ul style="list-style-type: none"> <li>• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>• An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures.</li> <li>• Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always</li> </ul>  | <p>Yes</p> | <ul style="list-style-type: none"> <li>• No planned construction works when children and staff are on the premises. Refurbishment work has taken place during summer holidays.</li> <li>• Scheduled inspections undertaken by contractors will be made aware of Covid-19 procedures in the school and will be provided with a copy of the school's Risk Assessment.</li> <li>• <b>Wherever possible, contractors completing work on site have been requested to only access the school site before or after the children have been in school. They have to sign in and out using the Inventory system so that they can be 'Track &amp; Traced' if necessary.</b></li> </ul> | <p>1x2=2<br/> <b>LOW</b></p> |

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|  |                         | <p>maintained.</p> <ul style="list-style-type: none"> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools.</li> <li>Premises governing board committee is aware of planned works and associated risk assessments.</li> <li>Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building.</li> </ul> |     | <ul style="list-style-type: none"> <li>School requests copies of Risk Assessments carried out by the contractor company so that we are aware of the guidance that has been provided by the company for the contractor to follow.</li> <li>-The SBM &amp; Site Manager will ensure that all contractors entering the school site, and their workers, are symptom-free.</li> </ul>   |                      |
| <b>Fire procedures are not appropriate to cover new arrangements</b> | <b>2x3=6<br/>MEDIUM</b> | <ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:             <ul style="list-style-type: none"> <li>Changes to numbers of pupils/staff</li> <li>Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li> </ul>  | Yes | <ul style="list-style-type: none"> <li>A Fire Drill has been arranged to be completed during September. Fire Marshals and members of the Health &amp; Safety Team will review the outcomes of the Fire Drill and make adaptations to processes as necessary.</li> <li>All EYFS staff have been trained as Fire Marshals for one area of the school due to staff absences. A practice 'run' was completed to ensure accuracy of actions carried out by these staff members.</li> <li>Two fire drills have been completed successfully</li> <li>HT &amp; DHT are in liaison with WHN with</li> </ul> | <b>2x2=4<br/>LOW</b> |

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|   |                             | <ul style="list-style-type: none"> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>   |     | <p>regards ensuring both settings can follow COVID-19 Government guidelines should there be a fire drill, or a need to evacuate both settings at the same time. Procedures need to be considered if there is an actual evacuation in the school and in the attached Washwood Heath Nursery at the same time, as their muster points are in the school playground, which may be problematic.</p> <p>-RM has outlined a plan that allows both Sladefield and WHN to evacuate into Sladefield's playground at the same time, should this be necessary. An outline of the procedures has been shared with staff and SLT @ WHN.</p> <p>-A fire drill will take place during SP2.</p> <p>-The SBM will be Fire Marshal trained externally, so that they can carry out procedures in line with expectations.</p> |   |
| <b>Fire evacuation drills - unable to apply social distancing effectively</b> | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>   | Yes | N/A   | 1x2=2<br>LOW                                    |
| <b>Fire marshals absent due to self-isolation</b>                             | <b>3x3=9<br/>HIGH</b>       | <ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>Staff appropriately trained in fire marshal duties as required.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Cover for all fire marshals has been established; all 'reserve' staff have been trained by current fire marshals and have demonstrated that they understand and can carry out the role effectively if required.</li> <li>All EYFS staff have been trained as Fire Marshals for one area of the school due to staff absences. A practice 'run' was completed to ensure accuracy of actions</li> </ul>   | 2x3=6<br>MEDIUM<br><br>2x2=4<br>LOW<br>28/09/20 |

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|  |                             |  |     | <p>carried out by these staff members.</p> <ul style="list-style-type: none"> <li>The new SBM has been trained so that she can take on the responsibility of being the overseeing Fire Marshal should the HT not be in the school.</li> </ul>  |   |
| <b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>                                | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date.</li> <li>Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes.</li> <li>Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing &amp; site safety be off or away</li> <li>LA support is in place.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>No interruption in maintenance checks so all checks are currently up to date.</li> <li>Should the Site Manager be absent, the HT will open and close the school and ensure 'fogging' continues to be completed. A Cleaning Supervisor would be available to increase their hours in order to ensure site safety and cleanliness regime in the case of their absence.</li> <li>-Following an intensive audit completed on behalf of the DfE, the school is in the process of ensuring that all relevant checks are being maintained to the expected standard. The audit indicated that there were no concerns with regards current standards and timings.</li> </ul> | <b>2x1=2<br/>LOW</b><br><br><b>2x2=4<br/>LOW</b><br><b>28/01/21</b> |
| <b>The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</b> | <b>3x2=6<br/>MEDIUM</b>     | <ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and LA or trust.</li> </ul>  | Yes | <ul style="list-style-type: none"> <li>The SBM has collated the costs of additional measures implemented over the COVID-19 time period.</li> <li>The SBM has made a claim to reimburse the school with regards additional spending. A 2<sup>nd</sup> claim has been made Dec 2020.</li> <li>The school has since been in receipt of some funding based upon reimbursement claim; this will be used to cover some of the costs of additional measures</li> <li>Due to the school's previously healthy budget, the school will not currently be put into financial difficulty, but it is likely</li> </ul>   | <b>2x2=4<br/>LOW</b>  |

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|  | <ul style="list-style-type: none"> <li>• NS/NC are aware of financial support available to support sustainability</li> </ul> | <p>to prevent us to carry out desirable works as outlined in the SDP.</p> <ul style="list-style-type: none"> <li>• On the request of the GB, a comprehensive breakdown of the actual additional spending linked specifically to COVID will be made and presented to the Finance Committee at the next meeting in March 2021.</li> <li>• The COVID-19 Catch-Up Fund overview of spending has been completed and can be accessed via the school website.</li> </ul> <p>-The SBM has been working with external support (Claire Snow) in order to produce an up-to-date 3-year forecast to include relevant spending linked to COVID-19. This will be shared with Governors during meeting held in March '21.</p> |  |
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**16. Impact on staff and pupils with protected characteristics and adapting your approach**

**Considerations**

- Nationally the ONS analysis 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 NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from

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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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| <b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff</b> | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for the school's staff and pupils.</li> <li>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.</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff who were 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 <a href="#">guidance</a>.</li> <li>Seek advice from Occupational Health Service if required.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>Contact has been made with the parents/carers of those children known to be under a healthcare professional; request has been made for families to liaise with healthcare professional to provide information as to whether the children needs to remain off school or not.</li> <li>All staff who were previously self-isolating or shielding have been given the opportunity to indicate whether they are unable to return to school in September dependent on individual circumstances; at the time of writing, all staff have indicated that they will be returning in September.</li> <li>A Risk Assessment will be carried out for all staff members who have been working remotely up until July, and are returning to work in September; Occupational Health support will be sought if required</li> <li><b>When asked, no staff who were previously self-isolating indicated that they felt that they required an additional Risk Assessment to be carried out to cater for their own specific needs.</b></li> <li><b>There are currently no clinically extremely vulnerable staff members working at the school. This is still the</b></li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW<br/>28/09/20</b><br><br><b>1x2=2<br/>LOW<br/>16/11/20</b><br><br><b>2x2=4<br/>LOW<br/>01/03/21</b> |
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|  |  | <p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p> | <p>case following information regarding Birmingham moving to Tier 4 restrictions from 31/12/20.</p> <ul style="list-style-type: none"> <li>• One staff member who is pregnant has had a RA completed, and adaptations have been made to her work to enable her to carry out her role successfully. She is currently in her 1<sup>st</sup> trimester, so is still allowed to work based upon PHE &amp; Government guidance.</li> </ul> <p>-All staff will return to work following the lockdown period, with the exception of:</p> <ul style="list-style-type: none"> <li>-one member of staff who now falls into the category of CEV and therefore will be self-isolating until 31<sup>st</sup> March at the earliest; cover has been organised to cater for this.</li> <li>-one staff member who has a sick note that runs until they start their maternity leave (mid-April), and one who has been on long term sick, for which the school is following the absence procedures.</li> <li>-one pregnant member of staff is having weekly RAs completed to ensure that the school is supporting them; they do have other pregnancy-related health conditions, but school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learning.</li> <li>-one member of staff has been signposted to a OH referral due to their ongoing absence.</li> <li>-all pupils and colleagues with asthma have had their inhalers checked for dates to ensure they are still fit for use.</li> <li>-2 sets of parents/carers of pupils with specific medical needs have been contacted to ask for up-to-date information regarding</li> </ul> |  |
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|   |                                 |  |     | whether the child should be shielding or not – response is that they do not need to, but the school may continue to offer a part-time level of provision as a precaution.  |                      |
| <b>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</b> | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>No. of BAME staff = 15</li> <li>No. of BAME staff assessed as clinically extremely vulnerable and requiring to remain at home = 1</li> <li>No. of BAME staff able to return but requiring additional support = 2</li> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>Discuss published risk assessments with staff.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>The school has bought into the service of Malachi. As part of this provision, the following have been organised to help enhance staff wellbeing:               <ul style="list-style-type: none"> <li>Staff Inset on 'Resilience of Staff' to be held 21/09/20</li> <li>Bereavement &amp; Loss Twilight session to be carried out in October 2020</li> <li>Counselling service provided for staff members each month, to be signposted by HT/DHT/SBM</li> </ul> </li> <li>DSLs have built up a portfolio of support websites/resources to help support staff in ensuring a smooth return to school</li> <li>1 staff member is currently absent from work with anxiety possibly linked to some extent to their concerns regarding COVID-19</li> <li>NC will lead a staff Wellbeing session during the INSET Day 04/01/21.</li> <li>1 staff member has indicated their preference to work remotely due to the fact that their parent is clinically extremely vulnerable, which has been considered. 1 pregnant member of staff is working within a Risk Assessment, and will begin working</li> </ul> | <b>2x2=4<br/>LOW</b> |

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|  |                             |  |     | <p>from home at 28 weeks, from after February Half Term.</p> <ul style="list-style-type: none"> <li>Staff have been signposted to various wellbeing support avenues that can be accessed online.</li> </ul> <p>-All staff will return to work following the lockdown period, with the exception of:</p> <ul style="list-style-type: none"> <li>-one member of staff who now falls into the category of CEV and therefore will be self-isolating until 31<sup>st</sup> March at the earliest; cover has been organised to cater for this.</li> <li>-one staff member who has a sick note that runs until they start their maternity leave (mid-April), and one who has been on long term sick, for which the school is following the absence procedures.</li> <li>-one pregnant member of staff is having weekly RAs completed to ensure that the school is supporting them; they do have other pregnancy-related health conditions, but school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learning.</li> <li>-one member of staff has been signposted to a OH referral due to their ongoing absence.</li> <li>-staff have been signposted, and allocated INSET time to complete, training linked to personal wellbeing via place2be.</li> <li>-staff briefing regarding re-opening of school from 08/03, including the updated RA, has been provided to staff by RM.</li> </ul> |  |
| <b>Parents, particularly those from BAME heritage, are reluctant to send</b> | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>No of BAME pupils = 340</li> <li>No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home = 0</li> <li>No of BAME pupils able to return but requiring</li> </ul> | Yes | <ul style="list-style-type: none"> <li>The Attendance Officer and the HT held meetings with parents/carers of children with low attendance. 4 cases were highlighted as being linked to anxieties/caution because of COVID-</li> </ul>   | <b>2x2=4<br/>LOW</b><br><br><b>2x1=2<br/>LOW</b> |

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| <p><b>their children to school due to the media coverage on deaths linked to coronavirus and the new variants</b></p> |  | <p>additional support = 3</p> <ul style="list-style-type: none"> <li>• There are enough numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>• There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.</li> <li>• Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</li> <li>• School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils.</li> <li>• Resources/websites to support parent and pupil anxiety are provided.</li> <li>• Signpost parent/carers to published risk assessment.</li> </ul> | <p>19. Following discussion, and an outline as to the procedures being put into place to minimise the risk of infection, the parents/carers appeared reassured, and we have seen an increase in attendance of these pupils.</p> <ul style="list-style-type: none"> <li>• 1 child has very low attendance due to a medical condition that has led to higher susceptibility to infections. They are currently on a reduced timetable whilst we await support and guidance from the School Nurse Team.</li> <li>• Following attendance monitoring that took place Dec2020, there is still only 1 child whose attendance has been affected due to anxieties linked to COVID-19.</li> <li>• One child has recently had an operation which would mean that his immune system would be compromised if he caught COVID-19; he is accessing remote learning currently, and will be well enough to return to school</li> <li>• The school's Learning Mentor is being signposted towards families who have indicated that they have anxieties about COVID and she is making more regular contact with them, providing them with hints and tips, as well as signposting towards resources/websites.</li> <li>• The school has provided families with suitable websites and resources to be used, including an anxiety video produced by Pastoral Staff from Sladefield &amp; Thornton, alongside Anna Batement from BEP.</li> </ul> | <p>16/11/20</p> |
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| <b>Parents do not follow advice on social distancing when visiting the school</b> | <b>3x4=12<br/>HIGH</b> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>.</li> </ul> | <p>Yes</p> <ul style="list-style-type: none"> <li>Start and departure times are staggered into 3 timeslots, with a 10-minute interval between groups of children entering and exiting.</li> <li>Each class will enter and exit from separate doors. On entry, the staff allocated to the class will meet the members of their class and ensure that they clean their hands before entering the school. At the end of the day, parents/carers will be positively encouraged to socially distance; SLT members will be available to promote this.</li> <li>In order to minimise any parents/carers staying on the school grounds for any longer than necessary, any messages that need to be passed on from teacher to parent/carer, or vice versa, will be carried out via</li> </ul> | <p>2x3=6<br/><b>MEDIUM</b></p> <p>2x2=4<br/><b>LOW</b></p> <p>16/11/20</p> |

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|  |  | DRAFT | <p>telephone during the school day.</p> <ul style="list-style-type: none"> <li>• A one-way system at the start and end of the school day will be in operation to avoid groups of people congregating.</li> <li>• At the start of the day, a queuing system will be optimised in order to enable social distancing. 'Dots' are on the floor to help parents/carers and children to maintain social distancing whilst waiting.</li> <li>• Parents/carers will be advised that they must only attend individually to drop off and collect their child.</li> <li>• Ongoing reflection of the system has indicated that the system is working effectively, and that KS1 parents/carers are following the procedures appropriately.</li> <li>• As EYFS pupils have yet to return full-time, we are unable to establish how effective these parents will be when following the systems in place; as such, we do not feel able to change the Risk Rating at the moment. (Since the full-time provision for EYFS pupils has been embedded, it is evident that they too are able to maintain good social distancing; staff monitoring the situation at drop off and pick up times have recognised that most parents/carers are maintaining social distancing, and a high number are wearing masks, as requested).</li> </ul> <p>-letter sent out to parents/carers about re-opening of school outlines the additional staggering of drop-off/pick-up times to maximise social distancing; reminder of optimum visiting times to school if necessary; request that parents/carers wear face coverings when dropping off/picking up their</p> |  |
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|   |              |  |     | child<br>-where possible, contractors and other visitors will be encouraged to operate outside of school times.   |              |
| <b>17. Working with other school-based provision</b>  |              |  |     |   |              |
| Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances | 4x1=4<br>LOW | <ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>.</li> </ul> | Yes | <ul style="list-style-type: none"> <li>An addendum has been added to the Behaviour Policy that caters for the current COVID-19 scenario, which has been shared with staff and parents; this will also be shared with children when they return.</li> <li>The Chair of Governors will be asked to ratify any changes to policies made as part of 'Chairs Actions'.</li> <li>The school has adopted the BCC Model Safeguarding Policy – staff have been asked to read and understand the policy prior to school starting, and they will be trained on this in great detail on the INSET Day 21/09/20. Staff will also be expected to complete Hays Education online training within 2 weeks of having the training.</li> <li>The school has adopted the supplementary appendix linked to the school's Health &amp; Safety Policy, agreed by the Chair of Governors as a Chair's Action.</li> <li>The school has ensured that all relevant policies are up-to-date and have been made available on the school website, with references to COVID-19 where relevant.</li> <li>-the school has updated its Fire Safety Policy prior to an audit carried out on behalf of the DfE; governors have been provided with information with regards the outcome of the audit and recommendations.</li> </ul> | 2x1=2<br>LOW |

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| <b>Risks are not comprehensively assessed in every area of the school</b>  | <b>4x4=16<br/>VERY<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:               <ul style="list-style-type: none"> <li>○ Different areas of the school including any Early Years and Resource Base provision</li> <li>○ When pupils enter and leave school</li> <li>○ During movement around school</li> <li>○ During break and lunch times</li> <li>○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul> | Yes | N/A <ul style="list-style-type: none"> <li>• Conversations with EYFS staff have led to a very distinct '1 class' bubble scenario, meaning that the 2 key workers in that section of the unit will maintain their working space very closely.</li> <li>• EYFS staff are fully aware of how to ensure rotation of used items is maintained when cleaning of items is not an option.</li> </ul> <p>-staff briefing prior to re-opening referred to:</p> <ul style="list-style-type: none"> <li>• the importance of staff wearing face covering when moving around school, and when they may not be able to maintain a social distance from other adults</li> <li>• how staggered start and end times have been adapted to maximise the opportunity to enable social distancing</li> <li>• the importance of prioritising core subjects during the remainder of the Spring Term, with a broadening of the curriculum during the Summer Term.</li> <li>• the limiting of more practical subjects whilst restrictions are in place, or the mitigating cleaning strategies that need to be in place to enable such lessons take place.</li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW</b><br>28/09/20 |
| <b>18. Home to School Transport</b>  |                                 |   |     |  |   |
| <p>Urban Transport Group released a <a href="#">briefing in May 2020</a> requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p><b>Keys points include:</b></p> <ul style="list-style-type: none"> <li>• Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.</li> </ul> |                                 |   |     |  |   |

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- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. 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](http://www.birmingham.gov.uk/modeshiftstars) or contact: [connected@birmingham.gov.uk](mailto:connected@birmingham.gov.uk).

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| <b>Consideration whilst using public transport</b> | <b>2x2=4<br/>LOW</b>        | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> </ul> | Yes | -to the school's knowledge, only 2 children travels to school using public transport, and 2 families utilise taxi provision ; they have been advised as to ensuring safety measures whilst travelling in this way.   | <b>1x1=1<br/>LOW</b>   |
| <b>Pick up and drop off times</b>                  | <b>4x4=16<br/>VERY HIGH</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop</li> </ul>  | Yes | <ul style="list-style-type: none"> <li>• 2 entrances have been established to minimise 'bottle-neck' situation.</li> <li>• <b>A 3<sup>rd</sup> entrance is now in place for the Reception parents.</b></li> <li>• A one-way system around the school grounds has been organised.</li> <li>• Children will not be allowed to wear masks in school. If they wear one to school,</li> </ul> | <b>2x3=6<br/>MEDIUM</b><br><br><b>2x2=4<br/>LOW<br/>28/09/20</b><br><br><b>2x1=2</b> |

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|  |  | <p>off and collection times.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours.</li> <li>• Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings.</li> <li>• Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.</li> <li>• Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>• If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.</li> <li>• 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.</li> <li>• Additional cleaning of designated school transport.</li> </ul> | <p>parents/carers will be asked to take the mask away with them and return with it at the end of the school day.</p> <ul style="list-style-type: none"> <li>• Parents/Carers are adhering to drop-off and pick-up times well, and there are very few instances where parents/carers are late to drop their child off. Systems are in place to ensure that parents/carers can continue on their way if late, with children staying with staff members marshalling a gate.</li> <li>• Parents/Carers have got very used to their starting/ending times, and there are far fewer examples of parents/carers queuing for lengthy periods of time to drop off/pick up their child. When queuing is evident, parents/carers generally maintain social distancing affectively.</li> <li>• During lockdown, due to the small numbers of children attending school, the school is only utilising 2 entrances, one for EYFS pupils, one for KS1 pupils. There is no issue with social distancing, the one-way system is still in place and being followed.</li> </ul> <p>-Changes to the staggered start and end times have been made to ensure that only 2 classes are entering/exiting at the same time to reduce 'bottle neck' at gate on Bamville Road where all families exit. This information was shared with staff during briefing completed prior to re-opening.</p> | <p>LOW<br/>01/03/21</p> |
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| <b>Children arriving late as a result of journey to school</b> | <b>3x3=9<br/>HIGH</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• Ensure that transport arrangements cater for any changes to start and finish times.</li> <li>• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a></li> <li>• Use Modeshift STARS to review and update school travel plan considering both staff and</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• RM to ensure letter regarding travelling to/from school are available to all parents</li> <li>• Children who are late within their class start time will be asked to return at a specified time in order to ensure social distancing when a larger number of children are accessing the playground.</li> <li>• 'Walk to School' initiative will be re-introduced in October 2020 to reinforce expectations to minimise the use of car travel</li> </ul> <p style="color: red;">Parents/Carers are adhering to drop-off and pick-up times well, and there are very few instances where parents/carers are late to drop their child off. Systems are in place to ensure that parents/carers can continue on their way if late, with children staying with staff members marshalling a gate.</p> | <b>2x1=2<br/>LOW</b> |
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|  |                       | <p>pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.</p> <ul style="list-style-type: none"> <li>Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.</li> </ul>  |            |   |  |
| <b>19. Contingency planning for local or national lockdown</b>         |                       |  |            |   |  |
| <p><b>No plan in place if an outbreak or lockdown should occur</b></p> | <p>3x3=9<br/>HIGH</p> | <ul style="list-style-type: none"> <li>School Business Continuity Plan has been updated.</li> <li>Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure).</li> <li>Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.</li> <li>Staff have been fully briefed on action planning for local/bubble lockdown or outbreak.</li> <li>Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care).</li> <li>Preparation for learning continuity in the event of local or bubble lockdown               <ul style="list-style-type: none"> <li>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-</li> <li>Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of</u></li> </ul> </li> </ul> | <p>Yes</p> | <ul style="list-style-type: none"> <li>A 'Lockdown' pack has been produced for each Year Group in order to ensure that an initial 2-week period of individual, 'bubble', or localised lockdown period can be catered for.</li> <li>Parents/Carers have been asked via a survey to indicate whether they have access to online resources so that the results of this can be used to identify how blended learning might be best created.</li> <li>Staff have been asked to provide online learning opportunities should a local lockdown be put into affect.</li> <li>Oak Academy resources will be utilised wherever possible in order to ensure that optimum learning can take place but also to prevent work overload.</li> <li><b>The school is working on a plan that will utilise Class Dojo and Zoom as formats for Blended Learning.</b></li> <li><b>A letter has been sent out to outline the school's preferred option, requesting details for online use.</b></li> <li><b>Staff are in the process of formalising their plan in each Year Group.</b></li> <li><b>Due to the lack of formal organisation, and</b></li> </ul> | <p>2x3=6<br/>MEDIUM</p> <p>2x2=4<br/>LOW</p> <p>16/11/20</p> |

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 [eds.enquiries@birmingham.gov.uk](mailto:eds.enquiries@birmingham.gov.uk) if you are experiencing accessibility issues with the document.

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|  |  | <p><u>remote learning for young pupils or those with SEND.</u></p> <ul style="list-style-type: none"> <li>Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home</li> <li>Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate.</li> <li>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.</li> </ul> | <p>the 'work-in-progress' with regards a policy, we feel unable to change the Risk Rating.</p> <ul style="list-style-type: none"> <li>Blended Learning has been fully organised. At least 85% of parents/carers in KS1 have replied to provide details that can be used to enable families to access the home learning provision.</li> <li>All children who have been self-isolating have been provided with the relevant curriculum provision as outlined to parents/carers.</li> <li>The one class bubble that has had to close during AU2 have been provided with daily input utilising Class Dojo &amp; Zoom. Since them , a further bubble has closed; they too have been supported remotely during their self-isolation period, with an average of 15 pupils attending most sessions.</li> <li>The school has developed very robust and clear procedures in place in order to provide remote learning and this is being engaged with by most families.</li> <li>Families that are not engaging in the remote learning package are being contacted regularly by staff in school in order to increase engagement. Staff in school are offering support with setting up on platforms.</li> <li>The school's provision and procedures for remote learning have been outlined to parents, and can be found on the school's website.</li> <li>All children being supported by BCT representatives are currently in school during lockdown period, with a further number of identified vulnerable children attending</li> </ul> |  |
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|  |  |  | <p>If bubbles currently in school have to self-isolate, messages regarding date of return will be added to letters sent out, or via text messages.</p> <ul style="list-style-type: none"> <li>-Remote learning for individuals or small groups of children self-isolating will include an 'Isolation Pack', with 'drop-in' provision to offer support as and when required by the parents.</li> <li>-When bubbles are closed due to close contact case, the remote learning package will be the same as when in lockdown, utilising Zoom and Class Dojo/Tapestry.</li> <li>-The school will utilise current forms of communication to alert parents/carers to changes made to provision if required, including letters, text messages, and messages uploaded on current platforms (Class Dojo, Tapestry) as well as on the school's website.</li> </ul> |  |
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