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Introduction

The government plan is for the [phased return of some children](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) to school from the week commencing 1 June return of all pupils from September 2020: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely 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](#).

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

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).

Risk assessment is about identifying sensible 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.

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The matrix (below) to determine the the Likelihood and independently

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

provides a method level of risk, with Severity being scored and plotted.

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

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

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

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

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	<p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>(added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2)</p>
<p>Governance and other resources</p>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p>

Version No.	Page - Edits	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added	08/07/2020

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Version No.	Page - Edits	Published
	<p>P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage of personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance can be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text</p>	

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	3x4=12 VERY HIGH	<ul style="list-style-type: none"> • Planning for full attendance of all year groups • Phased return arrangements in place for year groups / pupils • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • 1 child possibly remain shielded at home (although still uncertainty) • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Readiness to implement Test and Trace 	Yes	<ul style="list-style-type: none"> • All parents have received details of expectations to return in Report envelopes handed out before the end of the academic year. • During final 'Safe & 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. • 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. • Phased transition for new EYFS pupils, allowing for Workshops, Story Time, 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. 	2x3=6 MEDIUM
Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)	2x4=8 HIGH	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2 year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publicati 	Yes	<ul style="list-style-type: none"> • Remote meetings have taken place with all staff currently working remotely to outline expectations and procedures from September. • All staff currently self-isolating or shielding have indicated that they will be returning in September. • Risk Assessments will be carried out with each of these staff members 	1x4=4 LOW

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		<p><u>ons/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</u> (added in v2)</p> <ul style="list-style-type: none"> • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 		<p>during the preparation days planned for 01/09/20 and 02/09/20</p> <ul style="list-style-type: none"> • 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. 	
<p>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</p>	<p>2x3=6 LOW</p>	<ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2) • 5 pupils risk assessed and discussed at regular SEND, ISEY or Fair Access 	<p>Yes</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. 	<p>2x2=4 LOW</p>

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.			
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 30 maximum number of children and 1 additional staff member that can be accommodated in school on any given day with a teacher per 'bubble' • 4 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • 0 unused classrooms that could be utilised • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan 		<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 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. • EYFS unit to be separated into 4 distinct 'bubbles' with limited interaction between 	2x2=4 LOW

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				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.	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. 	Yes	<ul style="list-style-type: none"> • In KS1, all classes will remain in their 'bubble' for the entirety of the day, supported by their class teacher and TA. • In EYFS, the free-flow unit will be separated into 2 smaller units, thus minimising movement across the whole unit. • 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 allocated a space to play in. • 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. • Perspex sheeting will be placed in the middle of each dining table to prevent face-to-face interaction. • Toilet breaks have been incorporated into the school day to minimise opportunities for children to mix. • Alternative arrangements have been put into place to enable individual pupils the 	2x2=4 LOW

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		<ul style="list-style-type: none"> In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. In EYFS handwashing supervision is in place. (added in v2) Consideration of staffing changes to cover absence. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups Encourage use of outdoor space, weather dependent Stagger lunchtimes to align with staggered start and finish times. Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. Consider lunchtimes in the classroom for younger year groups. 		<p>opportunity to go to the toilet across the day and not utilise the communal toilets being used by classes.</p> <ul style="list-style-type: none"> In KS1, Outdoor Learning opportunities can be timetabled by individual teachers, and the expectation that at least 2 sessions take place across a week. In Reception, a timetable of use for the Outdoor Play area will be introduced to ensure fair access but preventing mixing of bubbles. Lunchtimes will be staggered to allow for outside spaces to be utilised effectively, allowing for cleaning of any equipment used. Reception LTS will have their own equipment bags that they will take ownership over and clean down at the end of each lunchtime session. Groups will be limited to a maximum of 20 minutes outside at lunchtime so that it minimises the opportunity for class 'bubbles' mixing. TAs allocated to classes have all agreed to operate 'first-day' cover for absent class teachers. 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. 	
<p>There is a need for additional space to allow for curriculum to be fully delivered</p>	<p>4x3=12 HIGH</p>	<ul style="list-style-type: none"> Identify available large spaces and appropriate timetabling e.g, dining areas, halls, studios, particularly in outdoor areas. 		<ul style="list-style-type: none"> 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 	<p>2x3=6 MEDIUM</p>

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		<ul style="list-style-type: none"> • Make arrangements for use of alternative sites with support from the responsible body • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing 		<p>Coach to clean down equipment before the next group use it.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • The EYFS Outdoor Play space has been separated into 2 sections with each section available for 2 of the 4 classes. Timetables will be put into place to ensure that there is equal usage, and that regular cleaning takes place in between uses. • 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. • The current Staff Room will be able to cater for 15 members of staff at a time; a 	

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				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. <ul style="list-style-type: none"> 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. 	
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	3x3=9 HIGH	<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils Parent and pupil handbooks created reflecting changes to usual school policy Advice is made available to parents on arrangements testing for COVID-19 Clarify arrangements for pick-up/drop-off, break times etc 	Yes	<ul style="list-style-type: none"> 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"> Start and finish times Entrances and exits What they can and can't bring to school One-way systems How to arrange for a test 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. 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 	2x2=4 LOW

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				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.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date. 	Yes	<ul style="list-style-type: none"> • 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. • 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. • Clear procedures have been put into place to ensure that members of SLT know what they need to report if a case becomes known. • 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 • Regular liaison will take place between the SLT and the parents/carers of a child with symptoms to check if they have received the results of a test, what those results were, and to then advise as to when the child can return into school • When it is clear that a parent/carer does not fully understand messages 	2x2=4 LOW

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				<p>given in English, multi-lingual staff are available to make contact with the parent/carer and will translate.</p> <ul style="list-style-type: none"> 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. 	
<p>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</p>	<p>3x4=12 HIGH</p>	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection Refer to school's hygiene policies Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk 	<p>Yes</p>	<ul style="list-style-type: none"> Based upon the Government guidance, there is no stipulation that clothes need to be changed each day Parents/carers have been advised that it would be preferred if their child wears a different set of uniform each day Parents/carers have been informed that their child can wear their PE kit on the day of their allocated PE session. 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. Parents/Carers of children with 	<p>2x3=6 MEDIUM</p>

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				<p>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.</p> <ul style="list-style-type: none"> • The whole-school letter (provided by ELIT) has been posted onto the school 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. • 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. • Parents/Carers have been signposted to online resources that can help support mental health and wellbeing. • Parents/carers will be made aware of the adapted behaviour expectations, and the need for them to have practiced these prior to re-opening. • Signage around the school will make it clear as to how parents/carers can support the school in ensuring that the 	

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				<p>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.</p> <ul style="list-style-type: none"> 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 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 https://www.forwardthinkingbirmingham.org.uk 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. 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. 	

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4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. 	Yes	<ul style="list-style-type: none"> • 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. • Families have to wait at 2 allocated entry points at the start and end of the school day to minimise congregation at entry/exit points, manned by SLT to ensure following of social distancing – floor markings are provided to manage queuing. • One-way system is in place to ensure swift movement around the school at the start and end of the school day. • 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. • 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/carers, or vice versa, will be carried out via telephone during the school day. 	2x3=6 MEDIUM

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Daily attendance registers for new cohorts are not in place	2x1=2 LOW	<ul style="list-style-type: none"> GS/AMc responsible for completion of school daily attendance registers RM responsible for completion of DfE daily submission (if applicable) Regular reporting and monitoring of attendance to responsible body 	Yes	N/A	1x1=1 LOW
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x3=9 HIGH	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health Ensure contact details of families are up to date. 	Yes	<ul style="list-style-type: none"> 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. Key members of SLT have been prioritised to lead in such situation, and have been provided with the PHE flowchart and checklist 	2x2=4 LOW
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	1x2=2 LOW	<ul style="list-style-type: none"> FSM Voucher scheme is not-continued Issues with food poverty to be addressed through application to Early Help Hubs 		<ul style="list-style-type: none"> All children will receive a FSM in line with Universal Infant FSM programme. 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. 	1x1=1 LOW

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<p>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</p>	<p>4x4=16 VERY HIGH</p>	<ul style="list-style-type: none"> • Feasibility on continuation or reimplementation of wrap-around provision. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents 	<p>Yes</p>	<ul style="list-style-type: none"> • Breakfast Club offered to those who need it and can provide evidence that they can't find an alternative option (eg. working parents) • 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. • Breakfast Club staff to ensure that tables and chairs used are cleanly prior to pupils in the class entering the classroom and utilising. • No lunch or after-school clubs offered. • 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) • Children will be kept in Year Group 'bubbles', led by TAs working in that Year Group. 	<p>2x2=4 LOW</p>
<p>Meals are not available for all children in school</p>	<p>3x4=12 HIGH</p>	<ul style="list-style-type: none"> • Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. 	<p>Yes</p>	<ul style="list-style-type: none"> • Offer of hot meals have been confirmed from wb14/09/20 • Catering company have provided confirmation that kitchens will be safe, and that staff will ensure social distancing. • 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. • KS1 Year Groups will alternate hot 	<p>2x2=4 LOW</p>

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		<ul style="list-style-type: none"> Consider lunchtimes in the classroom for younger year groups. Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 		dinner across the week, with the alternate Year Group being provided with sandwich lunches eaten in classrooms.	
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x2=6 MEDIUM	<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; 	Yes	<ul style="list-style-type: none"> Staff training regarding KCSIE planned for INSET Day in September. Adaptations have been made to Fire Evacuation Procedures and Lockdown Procedures to allow consideration of social distancing requirements 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 	1x2=2 LOW

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		awaiting imminent approval.			
High risk of increased disclosures from returning pupils	3x2=6 MEDIUM	<ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	Yes	<ul style="list-style-type: none"> • 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 • Learning Mentor will continue to make contact with families where there are vulnerable pupils who are not attending school, making contact with relevant outside agencies as and when necessary. 	2x2=4 LOW
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x3=9 HIGH	<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, 	Yes	<ul style="list-style-type: none"> • BCC Bereavement & Loss training to be delivered remotely in September 2020. • School are to invest in support from 'Malachi' in order to offer support for families most in need. • Malachi staff to deliver staff training in order to support class staff with how to offer effective support for pupil wellbeing. • Referral system is in place to enable classroom staff to share concerns about individuals with Pastoral Team/DSLs • DSLs have a solid knowledge of how 	2x2=4 LOW

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		mental health, behaviour, young carers, behaviour in addition to safeguarding in general.		to access support, and will share necessary support with classroom staff as and when required. <ul style="list-style-type: none"> Transition Fortnight positively promotes opportunities to cater for a focus on pupil well-being. 	
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice Staff model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured and closely supervised. The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. Senior leaders monitor areas where there are breaches of social distancing 	Yes	<ul style="list-style-type: none"> New COVID-19 Behaviour Rules have been created and shared with each class; these are displayed and referred to regularly throughout the day. Reward system will be linked to these new rules. Classrooms are set up to allow for social distancing as per guidelines. Pupil movement minimised around school to toilet breaks, break times, lunchtimes, PE (1xper week), ICT (1xper week) and Outdoor Activity sessions. Policy has been updated to reflect changes made to expectations; this has been shared with staff, parents/carers and pupils. 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. 	2x3=6 MEDIUM

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		measures and arrangements are reviewed. <ul style="list-style-type: none"> Messages to parents to reinforce the importance of and exhibit social distancing. 			
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	4x2=8 HIGH	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. Exam syllabi are covered where appropriate Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning Consider the response to young children who have fallen behind in their self-care skills 	Yes	<ul style="list-style-type: none"> 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. Each class has a TA allocated to support with learning and interventions An additional changing facility has been set up to ensure that those with self-care challenges can be changed in comfort. 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. 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 Paper packs to allow for parent/carer 	2x2=4 LOW

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				<p>teaching to be produced for those who 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"> 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. 	
School unable to meet full provision required in line with EHCP	2x2=4 LOW	<ul style="list-style-type: none"> Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan Access support through health and social care offer Support offered through LA SEND Panel/ Early Years Inclusion Support Service 	Yes	<ul style="list-style-type: none"> 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). 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. 	1x1=1 LOW
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	3x3=9 HIGH	<ul style="list-style-type: none"> Access BEP offer for online resources Review online offer for pupils that are unable to attend school Learning offer for pupils unable to access online resources Access Early Help Hub support for those pupils affected by ICT poverty Differentiate offer for eligible children that can't attend school to support future transition 		<ul style="list-style-type: none"> 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. A mixture of teachers leading remote live sessions and signposting to good quality e-learning will be provided, with work required to be completed 	2x2=4 LOW

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				<ul style="list-style-type: none"> uploaded onto a learning platform. Paper packs to allow for parent/carer teaching to be produced for those who do not have Internet access, which can be collected from the school Office at suitable times across the school day 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. 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. 	
<p>Pupils moving on to the next phase in their education are ill-prepared for transition</p>	<p>3x3=9 HIGH</p>	<ul style="list-style-type: none"> A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents are planned. 	<p>Yes</p>	<ul style="list-style-type: none"> 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. The Year 2 Lead has been in contact with the AHT at the Junior School in order to establish a transition package Transition themes were embedded into Year 2 planning and parents were signposted to the Junior school's regular newsletters on Class Dojo. Zoom meetings have been held with Year 2 children and their class teacher to allow for closure. The Junior school has provided the opportunity for each child to visit the school with their parents/carers, enabling them to 	<p>2x2=4 LOW</p>

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				<p>meet the teacher and have a tour of the school.</p> <ul style="list-style-type: none"> • Contact has been made with the local nursery where many of the children who will be attending school in Reception to enable initial transition. • 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 • All PowerPoint presentations have been uploaded onto the school website • A 'Welcome' pack has been delivered to each family that has outlined key information. • An information letter with 'Home Learning' provision has been delivered prior to the Summer break, outlining key dates ready for the return in September. • A structured approach to transition has been outlined – this will include: <ul style="list-style-type: none"> • an opportunity to participate in a Parent/Child Workshop • a tour of the unit • taste-testing of foods that they will be eating during lunchtimes • part-time provision • full-time provision from Friday 25th September onwards. 	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first 	Yes	<ul style="list-style-type: none"> • There are projected to be at least 5 members of staff available to ensure 	2x1=2 LOW

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		<p>aid qualified staff</p> <ul style="list-style-type: none"> • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout 		<p>that all classes can be taught daily if staff can't come into school</p> <ul style="list-style-type: none"> • 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!) • The Site Manager will remain in school during the day in order to complete additional cleaning throughout the day. • 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. • There are currently 4 DSLs in school, 3 of whom are out of class completely and the 4th one only in class on a Friday. 	
Identify staff unable to return to school	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • 0 staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded 	Yes	<ul style="list-style-type: none"> • Following discussions with all staff members, no staff members have indicated that they will be unable to return to work in September. 	2x1=2 LOW
Staff are insufficiently briefed on expectations	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is 	Yes	<ul style="list-style-type: none"> • Staff briefing regarding re-opening of the full site has been delivered and presentation has been emailed to 	1x2=2 LOW

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		<p>communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</p> <ul style="list-style-type: none"> • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 		<p>colleagues</p> <ul style="list-style-type: none"> • Feedback from staff has been considered and adaptations to ideas have been made; these have then been shared with staff accordingly • 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 • HT & DHT send emails with updates if required. • Due to the 'family' nature of the school, colleagues are very considerate of staff wellbeing, and support is collegiately offered. The HT & DHT regularly offer support to their colleagues, as well as signpost colleagues to external support for wellbeing. • Zoom and Teams calls have been utilised to allow for those staff members working remotely to participate fully in preparation. • Malachi will be providing staff training to support staff in ensuring they can support children with wellbeing needs – October 2020. • 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 	

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				the new PHSE curriculum.	
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. Lesson change overs are staggered to avoid overcrowding. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. Agree how safety measures and messages will be implemented and displayed around school 	Yes	<ul style="list-style-type: none"> 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. Families have been allocated 1 of 2 entrances to minimise bottle-necking at the start/end of the school day. 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. 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. Classrooms have been re-modelled, with chairs and desks in place to meet current guidelines, and to ensure children are forward-facing where possible. Each classroom has their own handwashing facility, which will be regularly checked by the Site Manager to ensure that there are ample cleaning materials. Hand sanitiser will be provided in each classroom to enable quicker hand cleaning when it is more difficult to utilise the 	2x3=6 MEDIUM

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				<p>classroom sink.</p> <ul style="list-style-type: none"> • Class 'bubbles' will stay together with their 2 adults and do not mix with other pupils for the majority of the school day/week • 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. • Alternative spaces will be provided for staff to remain out of class during the lunchtime period and still maintain social distancing • 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. • 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 	

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				<p>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 can not pick the ball up with their hands if they have to retrieve it, but will need to use their stick.</p> <ul style="list-style-type: none"> • Start and departure times are staggered into 3 timeslots, with a 10-minute interval between groups of children entering and exiting. • 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. • 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. • 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. • Pupils will be briefed regularly across the day regarding observing social distancing 	

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				guidance whilst circulating around the school, specifically prior to movement. <ul style="list-style-type: none"> 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). At lunchtimes, each class has a designated LTS who will remain with their class during the whole of the lunchtime. 	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	4x4=16 HIGH RISK	<ul style="list-style-type: none"> Classroom base arrangements in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed in EY environment Resources are arranged to be used by small groups to limit the risk of cross contamination. Arrangements are reviewed regularly. 	Yes	<ul style="list-style-type: none"> In KS1, children will have their own resource pack that only they will have access to. 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. 	2x3=6 MEDIUM
Staff rooms and offices do not allow for observation of social distancing guidelines	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. 	Yes	<ul style="list-style-type: none"> 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. Alternative spaces will be provided for staff to remain out of class during the lunchtime period and still maintain social distancing 	1x2=2 LOW

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Queues for toilets and handwashing risk non-compliance with social distancing measures	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand sanitiser is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. 	Yes	<ul style="list-style-type: none"> • A toilet timetable has been set up so that classes can visit at allocated times across the day • Staff have been encouraged to 'model' good handwashing when they take their class to the toilet • 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 • An additional cleaner has been employed to ensure that robust cleaning takes place in all toilets. • 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. 	2x2=4 LOW
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	3x3=9 HIGH	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of 		<ul style="list-style-type: none"> • 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. 	2x2=4 LOW

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		doorways, handles and corridor walls and other frequently touched surfaces <ul style="list-style-type: none"> • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours for cleaning staff are increased in agreement with staff. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 			
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart • For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained. 	Yes	<ul style="list-style-type: none"> • Arrangements are in place for the children of key workers and vulnerable 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. 	2x2=4 LOW

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12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	4x4=16 VERY HIGH	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Reinforce 'catch it, kill it, bin it' message 	Yes	<ul style="list-style-type: none"> 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. As per the guidance provided, hand wipes will be provided for any child who struggle with hand sanitiser, or ingest it. 	2x3=6 MEDIUM
Inadequate supplies and resources mean that shared items are not cleaned after each use	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff A plan is in place to clean resources which have been taken home. Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) Practical lessons can go ahead if equipment can be cleaned thoroughly and 		<ul style="list-style-type: none"> 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. All pupils will be provided with their own learning pack that will include individual items that will only be used by that individual. Each class is allocated their own cleaning products, and staff within each 'bubble' will ensure that any shared resources are cleaned down appropriately in between 	2x2=4 LOW

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		<p>the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</p> <ul style="list-style-type: none"> • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 		<p>each child using the equipment.</p> <ul style="list-style-type: none"> • 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. • In EYFS, free-flow will often be 'guided' to ensure that equipment use can be monitored and that this can therefore ensure adequate cleaning. • 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. • 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' 	

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				staff to thoroughly clean any equipment that has been used. • 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.	
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	3x4=12 VERY HIGH	<ul style="list-style-type: none"> • Staff and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the PPE packages in their class and the Isolation Room. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the 	Yes	<ul style="list-style-type: none"> • 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. • 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. • 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 outline if there have been any incidents whilst travelling to the space that may impact on the penetrating of another 'bubble'. 	2x3=6 MEDIUM

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		<p>online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response.</p> <ul style="list-style-type: none"> Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk</i> 			
Arrangements to isolate individuals displaying symptoms	4x4=16 VERY HIGH	<ul style="list-style-type: none"> An additional room has been designated for pupils with suspected COVID-19 whilst collection is arranged. The space has 	Yes	<ul style="list-style-type: none"> A 2nd room has also been signposted as can be used should there be 2 cases at the same time; staff are aware of how this will be used 	2x3=6 MEDIUM

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of COVID-19 are not in place		been assessed to ensure social distancing and isolation measures are not compromised <ul style="list-style-type: none"> 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). 		should the need arise.	
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	3x3=9 HIGH	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs Seek LA support for emergency PPE stock Appropriate measures are taken on the 	Yes	<ul style="list-style-type: none"> Based upon Government guidelines, staff and pupils have been told that they can not 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 with the individual person's medical expert in order to gather relevant information pertaining to their request. 	2x2=4 LOW

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		cleaning of reusable PPE items in line with guidance			
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school's usual suppliers – visors, aprons and masks are available for all staff within their 'bubbles'. Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and Safety Governors are satisfied that arrangements are in place and in line with DfE guidelines. 	Yes	N/A	2x3=6 MEDIUM
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	3 x 2 = 6 Medium	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health 	Yes	No planned construction works when children and staff are on the premises. Refurbishment work taking place during summer holidays. Scheduled inspections undertaken by contractors aware of Covid-19 procedures	1 x 2 = 2 Low

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		<p>(symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</p> <ul style="list-style-type: none"> Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). Premises governing board committee is aware of planned works and associated risk assessments Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building 			
Fire procedures are not appropriate to cover new arrangements	3x2=6 MEDIUM	<ul style="list-style-type: none"> Fire procedures have been reviewed and remain appropriate for current situation Additional muster points have been 	Yes	N/A	2x2=4 LOW

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		<p>created to enable social distancing to be maintained.</p> <ul style="list-style-type: none"> Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan which will take place during September 			
Fire evacuation drills - unable to apply social distancing effectively	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures. Additional muster points have been created to enable social distancing is maintained. 	Yes	N/A	2x3=6 MEDIUM
Fire marshals absent due to self-isolation	3x3=9 HIGH	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Yes	<ul style="list-style-type: none"> 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. 	2x2=4 LOW
Statutory compliance has not been completed due to the availability of contractors during lockdown	4 x 4 = 16 Very High	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. LA support is in place 	Yes	No interruption in maintenance checks so all checks are currently up to date.	2 x 1 = 2 LOW
The costs of additional measures and enhanced services to address	3x2=6 MEDIUM	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been 	Yes	<ul style="list-style-type: none"> The SBM has collated the costs of additional measures implemented over the COVID-19 time period. The SBM has made a claim to 	2x2=4 LOW

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COVID-19 when reopening puts the school in financial difficulty		consulted to identify potential savings in order to work towards a balanced budget. <ul style="list-style-type: none"> Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 		reimburse the school with regards additional spending	
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
Considerations <ul style="list-style-type: none"> Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that 					

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<p>parents will need to make individually based on their personal circumstances.</p>					
<p>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</p>	<p>4x4=16 VERY HIGH</p>	<ul style="list-style-type: none"> • An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically 	<p>Yes</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 	<p>2x3=6 MEDIUM</p>

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		<p>vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>.</p> <ul style="list-style-type: none"> • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service 			
<p>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</p>	<p>4x4=16 VERY HIGH</p>	<ul style="list-style-type: none"> • No. of BAME staff = 15 • No. of BAME staff risk assessed and requiring to remain shielded at home = 0 • No. of BAME staff able to return but requiring additional support = 0 (known at time of writing) • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	Yes	<ul style="list-style-type: none"> • 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"> - Staff Inset on 'Resilience of Staff' to be held 21/09/20 - Bereavement & Loss Twilight session to be carried out in October 2020 - Counselling service provided for staff members each month, to be signposted by HT/DHT/SBM • DSLs have built up a portfolio of support websites/resources to help support staff in ensuring a smooth return to school 	<p>2x2=4 LOW</p>
<p>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the</p>	<p>4x4=16 VERY HIGH</p>	<ul style="list-style-type: none"> • No of BAME pupils -340 • No of BAME pupils risk assessed and requiring to remain shielded at home - 0 • No of BAME pupils able to return but requiring additional support - 2 • There is access to designated staff for all 	Yes	N/A	<p>2x2=4 LOW</p>

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media coverage on deaths linked to coronavirus		<p>pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school. In the first instance, class staff will be available to offer support and advice. However, parents/carers will be signposted to the HT or DHT if more guidance or support is required.</p> <ul style="list-style-type: none"> School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 			
Parents do not follow advice on social distancing when visiting the school	3x4=12 HIGH RISK	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers <p>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p>		<ul style="list-style-type: none"> Start and departure times are staggered into 3 timeslots, with a 10-minute interval between groups of children entering and exiting. 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. 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/carers, or vice versa, will be carried out via telephone during the school day. A one-way system at the start and end of the school day will be in operation to avoid groups of people congregating. 	2x3=6 MEDIUM

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				<ul style="list-style-type: none"> 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. Parents/carers will be advised that they must only attend individually to drop off and collect their child. 	
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	4x1=4 LOW	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval. 	Yes	<ul style="list-style-type: none"> 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. The Chair of Governors will be asked to ratify any changes to policies made as part of 'Chairs Actions'. 	2x1=2 LOW
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	4x4=16 VERY HIGH	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school 	Yes	N/A	2x3=6 MEDIUM

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		<ul style="list-style-type: none"> ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 			
18. Home to School Transport					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p>					
<p>Keys points include:</p> <ul style="list-style-type: none"> • Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. • As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools. • In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</p>					
Pick up and drop off times	4x4=16 VERY HIGH	<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➢ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i> ➢ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising</i> 		<ul style="list-style-type: none"> • 2 entrances have been established to minimise ‘bottle-neck’ situation. • A one-way system around the school grounds has been organised. 	2x3=6 MEDIUM

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		<p><i>adult to adult contact (for example, which entrance to use)</i></p> <ul style="list-style-type: none"> ➤ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i> ➤ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i> <p>In addition:</p> <ul style="list-style-type: none"> • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings • 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. 			
Children arriving late as a result of journey to school	3x2=6 MEDIUM	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➤ <i>Children, young people and parents are encouraged to walk or cycle where possible</i> ➤ <i>ensure parents and young people are aware of recommendations on transport to and from education or</i> 		<ul style="list-style-type: none"> • RM to ensure letter regarding travelling to/from school are available to all parents • 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. 	2x1=2 LOW

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		<p><i>childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i></p> <ul style="list-style-type: none"> ➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i> <p>In addition:</p> <ul style="list-style-type: none"> • Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us 		<ul style="list-style-type: none"> • 'Walk to School' initiative will be re-introduced in October 2020 to reinforce expectations to minimise the use of car travel 	

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		<ul style="list-style-type: none">• Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.• For further information and guidance regarding any of the above points see:• <u>www.birmingham.gov.uk/modeshiftstars</u> or contact: <u>connected@birmingham.gov.uk</u>. For information regarding home to school travel contact: <u>Mark.Hudson@birmingham.gov.uk</u>			

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