Birmingham City Council

RISK Assessment Tool (V6) **27/08/2020**

Introduction

The government plan is for the full 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 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 has been updated on later guidance from 27th July 2020. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

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

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

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

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

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

Likelihood	Severity

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

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

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

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating

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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** *There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.*	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.* • *Signage available.* • *Cleaners have received training.* • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* • *Undertake specific risk assessment on snow and ice.* • *Remove all trailing cables in admin office.*	Y	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	**3x1=3** **Low**

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

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

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	https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak
Governance and other resources	Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools (added in v3) Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum (added in v3) As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2) ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/

Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	**Original**	**07/07/2020**
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added	**Dated 09/07/2020, Published 10/07/2020**

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	P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	
3	P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of enough time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school P22 reference to daily (or more often) cleaning of touchpoints	**17/07/2020**

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	P22 cleaning toilets regularly P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment P27 absent fire marshals to be replaced with trained substitutes P28 Water system checks and actions to be undertaken prior to wider opening. P30 members of staff with children who cannot attend school are supported P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP P35 addition of section 19 ref contingency planning for local lockdown	
4	P5 weblinks added to DfE guidance on remote learning P19 reference to the need for action planning for local or bubble lockdown P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning	**28/07/2020**
5	P1 reference to regular review of RA and latest guidance P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P8 reference to Test and Trace process P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport P10 movement of staff across classes and year groups P10 temp staff length of contract P10 support for pupils with SEND including deployed staff P12 maximising space to allow for full operation P12 collaboration with other settings e.g. dual roll P13 reasonable break for staffing P13 review of space to allow full operation P13 avoid (rather than prohibit) large gatherings with more than one group P13 immunisation programme P13 additional support for SEND, use of social stories and reference to Annex B of guidance P13 minimising risk from music classes P13 phased increase of physical activity P14 no need for more frequent cleaning of uniforms P17 considering of bubbles for wraparound P17 limiting number of wraparound providers parents' access P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition	**06/08/2020**

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P20 incorporating remote learning into day to day delivery P20 suspension of subjects if needed P20 focus on return to normal curriculum by summer 2021 and timescale for assessments. P20 compulsory RHE education P21 delivery of EHCP P24 encouraging children not to touch peers P24, 26 use of e-bug learning from PHE P25 working hours or additional capacity for cleaning to be planned for P26 encouraging 20 second hand washing P26 modification of narrative around shared resources and 48/72-hour period P28 isolation in closed room with window ventilation P28 guidance for residential staff and isolation P28 reference to guidance on use of PPE P35 organisation of queuing and boarding of dedicated school transport P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport P36 encouraging use of various modes of transports and non-car journeys P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND	
6 Spelling and grammar checks throughout P5 link to latest statement on face coverings in schools P5 link to latest guidance on out of school settings P14 additional information on music classes and events P17 updated information on out of school club group sizes and maintaining records to keep groups under review P40 reference of face coverings for pupils in lockdown circumstances	**27/08/2020**

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					

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Hazard	Risk	Control Measures	In place	Actions	Residual Risk
Lack of certainty over returning numbers	3x4=12 VERY HIGH	- 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 as to whether this will be the case or not) - 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 - Home to school transport in place where required - Readiness to implement Test and Trace as set out in section 7 the latest guidance.	Yes	- 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 1:1 visits and part-time provision – this will allow us to build up relationships with parents/carers and see whether any part-time provision might be required.	2x3=6 MEDIUM
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	2x4 = 8 HIGH	- The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc - https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) - Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.	Yes	- 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 during the preparation days planned for 01/09/20 and 02/09/20 - 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	1x4 =4 LOW

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              	• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Size of Bubbles is increased, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools) • Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Consideration of available testing for school staff is updated according to latest government advice:	possible. • All supply agency staff who have been employed to offer additional support have been timetabled to allow for Year Group bubbles to be maintained. • All supply agency staff have been employed on long-term contracts to limit the numbers of supply staff members entering the school on an ad-hoc basis. • Staff who have been timetabled to carry out small group work have been trained as to how they ensure safe health and safety procedures, and have been timetabled spaces which, where possible, will not be shared with other staff across the day, or across a morning/afternoon session.

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		https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x3=6 MEDIUM	• 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 panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	Yes	• 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.	2x2=4 LOW
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	• 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).	Yes	• 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	2x2=4 LOW

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		• 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		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 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	• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be	Yes	• 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	2x2=4 LOW

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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.
- 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 as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option.
- Consider lunchtimes in the classroom for younger year groups.
- Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3)

accessing the dining hall, and allowing for cleaning to talk 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 opportunity to go to the toilet across the day and not utilise the communal toilets being used by classes.
- 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.
  - Each class has been allocated their own

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				lunchtime supervisor who with oversee the lunches for that class, meaning that classroom staff are provided with a reasonable break. An additional 'floating' lunchtime supervisor will also be available in case of absences. • TAs who are being utilised to support vulnerable children during lunchtimes have alternative lunchtime for themselves allocated to them on their timetable.	
There is a need for review use of space to allow for the school to fully operational	4x3=12 HIGH	• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. • Design layout and arrangements in place to enable social distancing • The EYFS environment is re-organised to meet requirements of social distancing • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B of the guidance. • Careful consideration of how to minimise	Yes	• The school hall will be timetabled so that each class is able to be taught 1x PE lesson per week, led by the Sports Coach. Time is allocated after each session for the Sports Coach to clean down equipment before the next group use it. • 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	2x3=6 MEDIUM

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		risk from music classes e.g. singing <mark>outside</mark>, chanting, playing wind or brass instruments or shouting <mark>and encouraging social distancing.</mark> • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. • <mark>Encouraging audiences to events to undertake safety measures and maintain social distancing.</mark>		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 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. • 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. • During the Autumn Term at least, the school has made the decision not to invite parents/carers into school to act as an audience, and this will be outlined to parents/carers on a newsletter during the first week back.	
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	• 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	Yes	• 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: - 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	2x2=4 LOW

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		• Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.		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 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. • All of the children with EHCP will have the RA outlined to them by the Inclusion Manager prior to starting.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	4x4=16 VERY HIGH	• 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	• 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	2x2=4 LOW

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				• 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 given in English, multi-lingual staff are available to make contact with the parent/carer and will translate. • 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.	
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	3x4=12 HIGH	• Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual. • Refer to school's hygiene policies • Accessing the learning available from DfE: • Clarity around attendance expectations; when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk • Information about how to connect families to local support is available here. • Consideration given to personal items of	Yes	• 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 specific medical needs making them more at risk if returning have been contacted to advise them to make contact with their healthcare	2x3=6 MEDIUM

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		children and hygienic storage of items – Soothers, comforters, nappies, personal toys.		professional in order to receive advice as to whether or not they can return to school in September.
				• 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 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.
				• Adults in each 'bubble' will be expected to be considerate of the children's mental health and wellbeing. PHSE sessions will

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				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. • Children will not be allowed to bring in any personal items from home. If they do so, this will be kept by the class teacher using plastic gloves, safely stored away from the remainder of the class and passed back to the parent/carer at the end of the school day.	
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	**4x4=16** **VERY HIGH**	• Start and departure times are staggered. • The number of entrances and exits to be	Yes	• 3 different start/end points, with 10-minute intervals in between; 4 classes to	2x3=6 MEDIUM

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| create risks of breaching social distancing guidelines | | used is maximised; where possible each year group to enter through its own access point.
• Different entrances/exits are identified and used for different groups.
• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.
• A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised.
• Floor markings are visible where it is necessary to manage any queuing.
• Attendance patterns have been optimised to ensure maximum safety.
• A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. | | 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/carer, or vice versa, will be carried out via telephone during the school day.
• If it is clear that a child is showing distress at the start of the school day, parents/carers will be asked to return at a designated time where they will be met by a known adult who will now be wearing PPE. This will enable a more reasonable and time-effective handover without aiding distress. | |

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Daily attendance registers for new cohorts are not in place	2x1=2 LOW	• AM/GS 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 and follow-up with families factored into workload.	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	• 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	• 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
Resumption of day visits	4x4=16 VERY HIGH	• In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). o Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. o Use of outdoor spaces in the local area to support delivery of the curriculum. o Usual full and thorough risk assessments in relation to all educational visits. o Schools should consult the health	Yes	• In agreement with the school Governors, it has been decided that there will be no off-site educational visits in the Autumn Term.	1x1=1 LOW

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		and safety guidance on educational visits when considering visits and seek relevant parental consents.			

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	• FSM Voucher scheme is continued • Issues with food poverty to be addressed through application to Early Help Hubs	Yes	• 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
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	4x4=16 VERY HIGH	• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. • Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order	Yes	• 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)	2x2=4 LOW

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		==to review groups.== • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible. • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies		• Children will be kept in Year Group 'bubbles', led by TAs working in that Year Group. • Current responses for Breakfast Club indicates that there will be 2 or 3 children per Year Group 'bubble'. • Current responses for Wraparound provision indicate that there will be 2 to 3 children in each Year Group 'bubble'.	
Meals are not available for all children in school	3x4=12 VERY HIGH	• Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements	Yes	• 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 foe 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 dinners across the week, with the alternate Year Group being provided with sandwich lunches eaten in classrooms.	2x2=4 LOW

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

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School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x2=6 MEDIUM	• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020.	Yes	• 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
High risk of increased disclosures from returning pupils	3x2=6 MEDIUM	• 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	Yes	• 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

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		• School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team			
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x3=9 HIGH	• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.	Yes	• 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 to access support, and will share necessary support with classroom staff as and when required. • Transition Fortnight positively promotes opportunities to cater for a focus on pupil well-being.	2x2= LOW
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	• 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	Yes	• 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.	2x3=6 MEDIUM

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		• 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, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing.		• 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.	
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=HIGH	• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged.	Yes	• 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	2x2=4 LOW

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		• Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools to address gaps in learning. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning		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 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.	

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	■	• Consider the response to young children who have fallen behind in their self-care skills			■
School unable to meet full provision required in line with EHCP	2x2=4 LOW	• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. • Access support through health and social care offer • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service	Yes	• 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	• 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	Yes	• 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 teaching to be produced for those who do not have Internet access, which can be	2x2=4 LOW

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				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.	
Pupils moving on to the next phase in their education are ill-prepared for transition	3x3=9 HIGH	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Yes	• 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 meet the teacher and have a tour of the school. • 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	2x2=4 LOW

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				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: • an opportunity to participate in a 1:1 meeting with staff on the school site, allowing for the child to see the unit prior to starting • 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	• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout	Yes	• There are projected to be at least 5 members of staff available to ensure that all classes can be taught daily if staff can't come into school • 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	2x1=2 LOW

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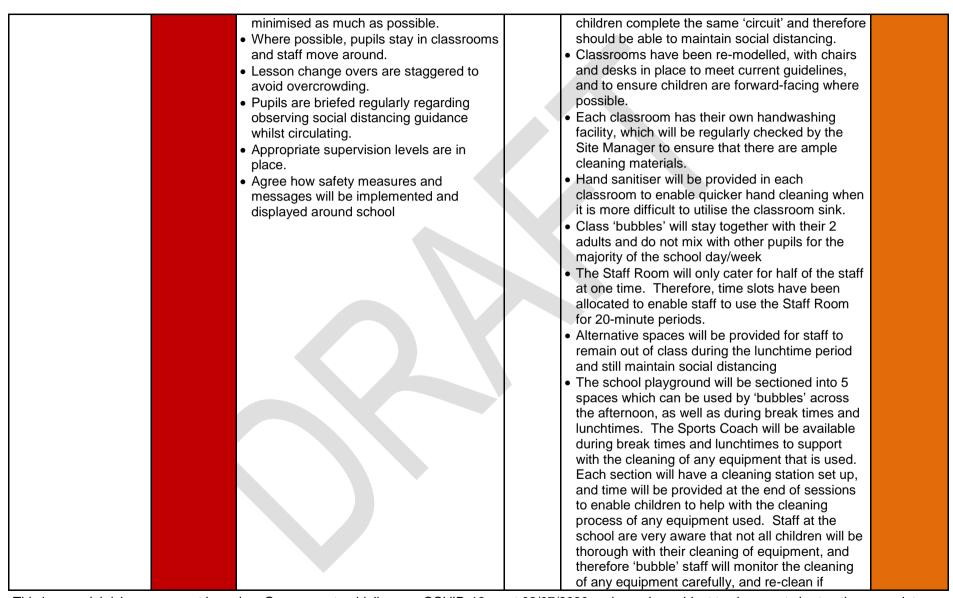|					
				• Manager will be available in order to carry out more remote activity, as required each day. This will include monitoring any risks that may have occurred during the day, or previously, in order to aim to minimise the risk. • There are currently 4 DSLs in school, 3 of whom are out of class completely and the 4th one only in class on a Friday.	
Identify staff unable to return to school	4x4=16 VERY HIGH	• 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	• 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	• Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely	Yes	• Staff briefing regarding re-opening of the full site has been delivered and presentation has been emailed to colleagues • 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	1x2=2 LOW

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		or in school • Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)		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 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	• 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	Yes	• 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	2x3=6 MEDIUM

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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

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 classroom sink.
- 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 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.

- 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

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				• waiting. • Pupils will be briefed regularly across the day regarding observing social distancing guidance whilst circulating around the school, specifically prior to movement. • 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 VERY HIGH	• Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly.	Yes	• 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, offices and Medical Rooms do not allow for observation of social distancing guidelines	4x4=16 VERY HIGH	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been	Yes	• 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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		identified and adapted to accommodate nursing, medical and other essential therapeutic services			
Queues for toilets and handwashing risk non-compliance with social distancing measures	4x4=16 VERY HIGH	• 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 and enough time is allowed to do so. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry	Yes	• 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

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		and exit points. Supervised use for young pupils. • Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.			
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	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • Enhanced 'deep clean' to take place prior to the wider opening of the school. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity	Yes	• 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=LOW
Procedures are not in place for Covid-19 clean following a	4x4=16 VERY HIGH	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-	Yes	• 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	2x2=4 LOW

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suspected or confirmed case at school		• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. (added in v3) • For EY suitable PPE equipment is available if 2m from the child cannot be maintained.		reciprocated in the event of a deep-clean being required at either school.	
healthcare settings guidance					
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**	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3)	Yes	• 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. • Due to the age of the children in the school, it has been advised that the children and staff do not wear face masks as this would make teaching the children very difficult. Parents/carers will be asked to take their child's	2x3= MEDIUM

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		• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. • Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.		mask with them home, if they wear one, and return with a mask to be worn to return home, if necessary. • During staff training, all staff felt comfortable and understood why they had been requested to work without wearing a mask.	
Inadequate supplies and resources mean that shared items are not cleaned after each use	4x4=16 VERY HIGH	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts	Yes	• 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 each child using the equipment. • 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	2x2=4 LOW

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		• 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		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' 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	3x4=12 HIGH	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Yes	• 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.	2x3= MEDIUM

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display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school		• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. 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 emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to		• 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'.	

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		coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing* schoolsafety@birmingham.gov.uk. • *For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).*			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	4x4=16 VERY HIGH	• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with	Yes	• An additional room has been designated for pupils with suspected COVID-19 whilst collection is arranged. The space has been assessed to ensure social distancing and isolation measures are not compromised • 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). • 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 should	2x3=6 MEDIUM

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		other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.		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	• Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE. • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line	Yes	• 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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		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	• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines	Yes	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	2x3=6 MEDIUM	• 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 symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different	Yes	• No planned construction works when children and staff are on the premises. Refurbishment work has taken place during summer holidays. • Scheduled inspections undertaken by contractors will be made aware of Covid-19 procedures in the school and will be provided with a copy of the school's Risk Assessment.	1x2=2 LOW

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		entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works and associated risk assessments • Where BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building.			
Fire procedures are not appropriate to cover new arrangements	2x3=6 MEDIUM	• Fire procedures have been reviewed and revised where required, due to: o Reduced numbers of pupils/staff o Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes o Social distancing rules during evacuation and at muster points o Possible need for additional muster point(s) to enable social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation	Yes	• A Fire Drill has been arranged to be completed during September. Fire Marshals and members of the Health & Safety Team will review the outcomes of the Fire Drill and make adaptations to processes as necessary.	2x2=4 LOW

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		procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan.			
Fire evacuation drills - unable to apply social distancing effectively	4x4=16 VERY HIGH	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	Yes	N/A	1x2=2 LOW
Fire marshals absent due to self-isolation	3x3=9 HIGH	• 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	• 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.	2x3=6 MEDIUM
Statutory compliance has not been completed due to the availability of contractors during lockdown	4x4=16 VERY HIGH	• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. • LA support is in place	Yes	• No interruption in maintenance checks so all checks are currently up to date.	2x1=2 LOW
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x2=6 MEDIUM	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration.	Yes	• The SBM has collated the costs of additional measures implemented over the COVID-19 time period. • The SBM has made a claim to reimburse the school with regards additional spending	2x2=4 LOW

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		• The school's projected financial position has been shared with governors and LA or trust.			

16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					

Considerations

- 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 parents will need to make individually based on their personal circumstances.

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	4x4=16 VERY HIGH	• An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with	Yes	• 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	2x3=6 MEDIUM

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		children who cannot attend school/nursery/childminder etc are supported. (added in v3) • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service		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	
Staff, particularly those from BAME heritage, are	4x4=16 VERY HIGH	• No. of BAME staff = 15 • No. of BAME staff risk assessed and requiring to remain shielded at home = 0	Yes	• The school has bought into the service of Malachi. As part of this provision, the following have been organised to help	2x2=4 LOW

reluctant to attend school due to the media coverage on deaths related to coronavirus.		• No. of BAME staff able to return but requiring additional support = 0 (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.		enhance staff wellbeing: - 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		
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	4x4=16 VERY HIGH	• 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 are enough numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school. 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. • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided.	Yes	N/A		2x2=4 LOW

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Parents do not follow advice on social distancing when visiting the school	3x4=12 VERY HIGH	• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings	Yes	• 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/carer, 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. • 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.	2x3=6 MEDIUM
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	4x1=4 LOW	• 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	Yes	• 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	2x1=2 LOW

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no longer fit for purpose in the current circumstances		policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3.		Actions'. • The school has adopted the BCC Model Safeguarding Policy – staff have been asked to read and understand the policy prior to school starting, and they will be trained on this in great detail on the INSET Day 21/09/20. Staff will also be expected to complete Hays Education online training within 2 weeks of having the training.	

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,	4x4=16
	HIGH RISK
		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  o Different areas of the school including any Early Years and Resource Base provision
		  o When pupils enter and leave school
		  o During movement around school
		  o During break and lunch times
		  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	N/A	2x3=6
					MEDIUM

18. Home to School Transport

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.

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

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to travel safely and sustainably.

The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. **http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19**

Pick up and drop off times	4x4=16 VERY HIGH	• As per <u>Government guidance</u>: • *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend* • *tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)* • *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)* • *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* **In addition:** • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions	Yes	• 2 entrances have been established to minimise 'bottle-neck' situation. • A one-way system around the school grounds has been organised. • Children will not be allowed to wear masks in school. If they wear one to school, parents/carers will be asked to take the mask away with them and return with it at the end of the school day.	2x3=6 MEDIUM

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		e.g. using pupils' designs) or simple spray, tape or chalk markings. • Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. • Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. • Additional cleaning of designated school transport.			

Children arriving late as a result of journey to school	3x3=6 MEDIUM	• As per <u>Government guidance</u>:
		  ➢ ***Children, young people and parents are encouraged to walk or cycle where possible***
		  ➢ *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer</u>*
			Yes	• 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.
				• 'Walk to School' initiative will be re-introduced in October 2020 to reinforce expectations to minimise the use of car travel
					2x1=2 LOW

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	travel guidance for passengers ➢ *ensure that transport arrangements cater for any changes to start and finish times* **In addition:** • Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans	

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		clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • **For further information and guidance regarding any of the above points see:** • **www.birmingham.gov.uk/modeshift stars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk**			
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur	3x3=9 HIGH	• School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. • Preparation for learning continuity in the event of local or bubble lockdown (added in v4) o Blended learning offer to support continued delivery.		• A 'Lockdown' pack has been produced for each Year Group in order to ensure that an initial 2-week period of individual, 'bubble', or localised lockdown period can be catered for. • Parents/Carers have been asked via a survey to indicate whether they have access to online resources so that the results of this can be used to identify how blended learning might be best created. • Staff have been asked to provide online learning opportunities should a local lockdown be put into affect. • Oak Academy resources will be utilised wherever possible in order to ensure that optimum learning can take place but also to prevent work overload.	2x3=6 MEDIUM

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		○ Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND. https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 • Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 • Information and guidance have been shared to support parents and carers of children who are learning at home https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4) • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown • Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020			

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