

Birmingham City Council's Risk Assessment Template

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Risk Assessment Tool (V1) - March 2021 Full Opening

26/02/2021

Introduction

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

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

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- arrangements for testing of pupils and staff
- · current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/downloads/download/3527/public_health_flowchart_for_schools

This risk assessment checklist/tool is based on Government guidelines on COVID-19. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Additional guidance for Special Schools (and specialist provision) should also be considered as appropriate.

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

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



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

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

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

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

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

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

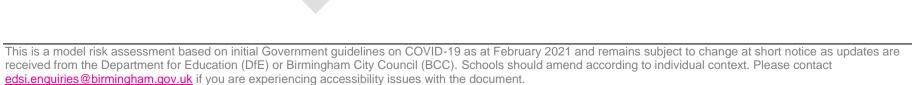
RISK LEVEL MATRIX							
PROBABILITY	4	Low	High	Very High	Very High		
(LIKELIHOOD)	3	Low	Med	High	Very High		
	2	Low	Low	Med	High		
	1	Low	Low	Low	Low		
		1	2	3	4		
		SEVE	RITY (O	UTCOM	E)		

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





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

Links to DfE Guidance

As new guidance is produced weekly, please refer to www.gov.uk for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches

Full opening March 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

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

Out of School settings: <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak

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

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

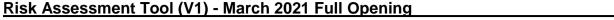
<u>Compilation of all guidance notes for schools:</u> https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings

Advice for parents: https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak

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

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

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







School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications

Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

<u>Shielding and guidance for CEV</u>: <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19

<u>Curriculum and teaching guidance:</u> https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19

Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19

Transport to schools: <a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-a

General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

Recording attendance: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year

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Governance and other	Link to Public Health flowchart in case of coronavirus symptoms within pupils or s				
resources	https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchater Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/19_safeguarding_policy_addendum Useful contacts in BCC: If subscribing schools have questions / queries about governance, contact Schools governors@birmingham.gov.uk Nursery Schools and Nursery Classes should contact the Early Years' Service EYDuty@birmingham.gov.uk	6735/covid- chool and Governor Support (S&GS) at			
	Education Safeguarding questions please contact the Education Safeguarding EducationSafeguarding@birmingham.gov.uk	g Team via email:			
	Other resources: ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-groon-avirus	uidance-on-mental-health-during-			
	HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm				
	NAHT guidance on health and safety duties and schools: https://www.naht.org.uksupport/management/health-and-safety-duties-and-schools/	<u>√advice-and-</u>			
	RCPH COVID-19 - 'shielding' guidance for children and young people:				

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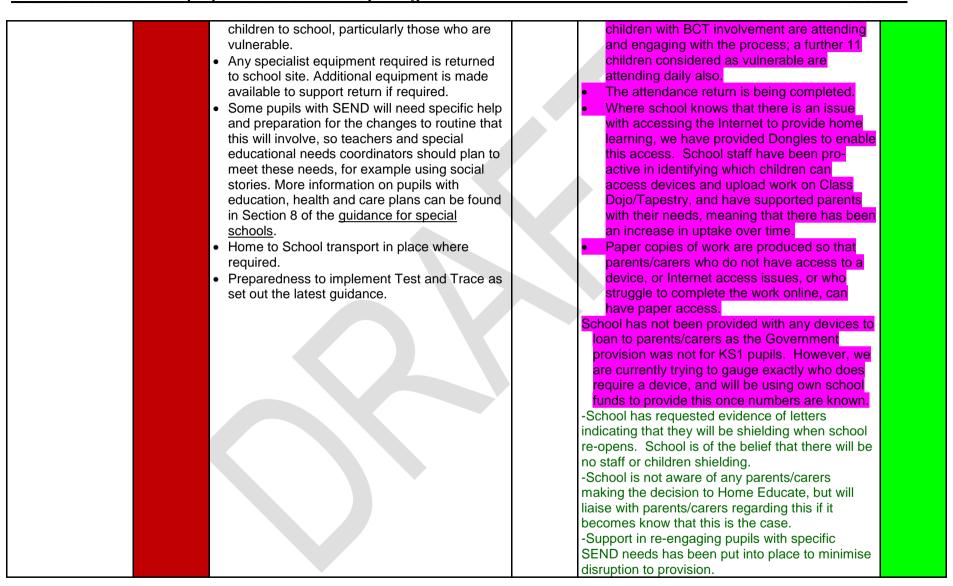
Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	
1. Identify numb	ers of pupil	s returning and staffing resource		
Lack of certainty over returning numbers	3x4=12 VERY HIGH	 Planning for full attendance of all year groups and complete the daily DfE attendance return. Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. Testing is voluntary and requires consent. Sufficient access/supply is available to carry out the 3 tests at school for each pupil. Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to 		 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. All children received the whole-school attendance letter at the beginning of the term. 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. (this was readjusted due to staff self-isolating in the unit) Since re-opening, there has generally been a positive attendance when children are not self-isolating. The school has employed an Attendance Officer who has been very pro-active in making contact with the children who are not



- help with contact tracing. Pupils with positive tests will need to self-isolate.
- Arrangements are in place for pupils testing
 positive in school to be isolated until they are
 collected from school by a member of their
 family or household (travel on public transport
 is not advised). In exceptional circumstances, if
 parents or carers cannot arrange to have their
 child collected, if age-appropriate and safe to
 do so the child should walk, cycle or scoot
 home following a positive test result. If this is
 not possible, alternative arrangements may
 need to be organised by the school.
- Good record keeping on testing within school and with PH.
- Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent).
- Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. A copy of letter has been issued and can be requested from parents. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.
- Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.
- Parents who have opted to home educate their child should be encouraged to send their

- attending; as such, we have procedures in place to be certain that all children not attending have legitimate reasons for this.
- The school's Learning Mentor is available to liaise with parents/children who have shown anxiety at returning to school.
- 1 child is currently at risk due to his medical needs; the school is liaising with his parent to see how we can facilitate his needs and have him in school on at least a part-time basis.
 The school is also seeking guidance from the School Nurse Team to create a personal Care Plan.
- Attendance figures are currently above the national average (school figure 93.27%, national figure 89%).
- One child has low attendance figures which school believes is linked to anxieties shown by the mother regarding COVID-19. Meeting have been held with the mother and any concerns she has about the safety of her child have been discussed and staff have reassured her of the school safety.
- However, due to the fact that Birmingham has moved into Tier 4, it is still uncertain as to whether all children will return to school following the Christmas break.
- During lockdown, all children with EHCPs, those with Social Worker involvement, as well as other children considered vulnerable, were requested to attend school again. Currently, 3 out of 5 children with EHCPs are attending school; the other 2 children are being supported through the provision of a differentiated curriculum to suit their needs, supported well by parents at home.







				-AMc will continue to complete the daily return.	
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 nonteaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). Those living with someone who is CEV can still attend work where home working is not possible. Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. Consideration of staffing changes to cover absence. You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. A blended model of home learning and attendance at school is utilised until staffing levels improve. If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for 	Yes	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	x4 =4 .OW 2x1=2 .OW 6/11/20



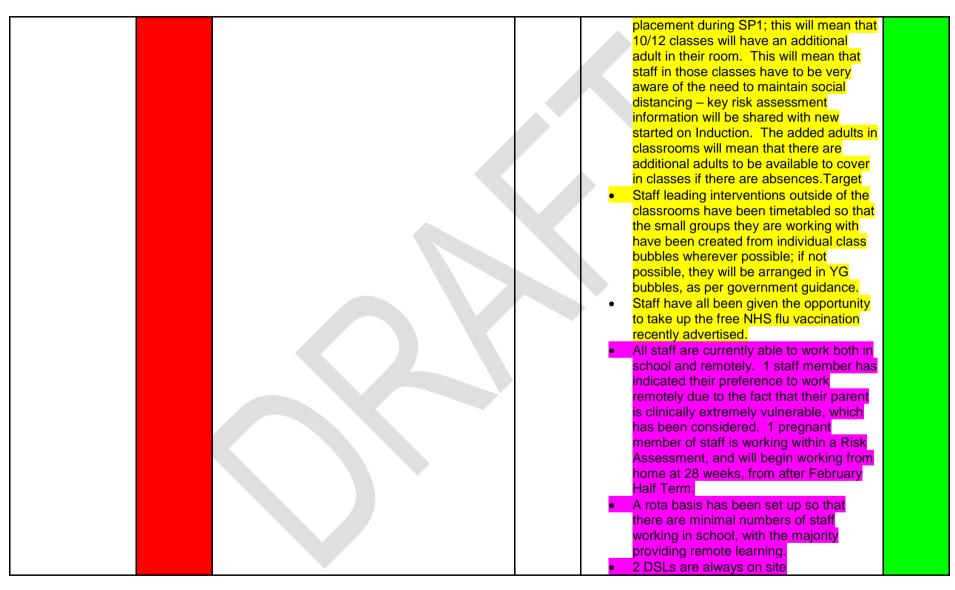
- example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable.
- Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to selfisolate quicker and to keep that number as small as possible.
- 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible.
- To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.
- Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.
- Home testing for school staff is communicated in line with the latest guidance.

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

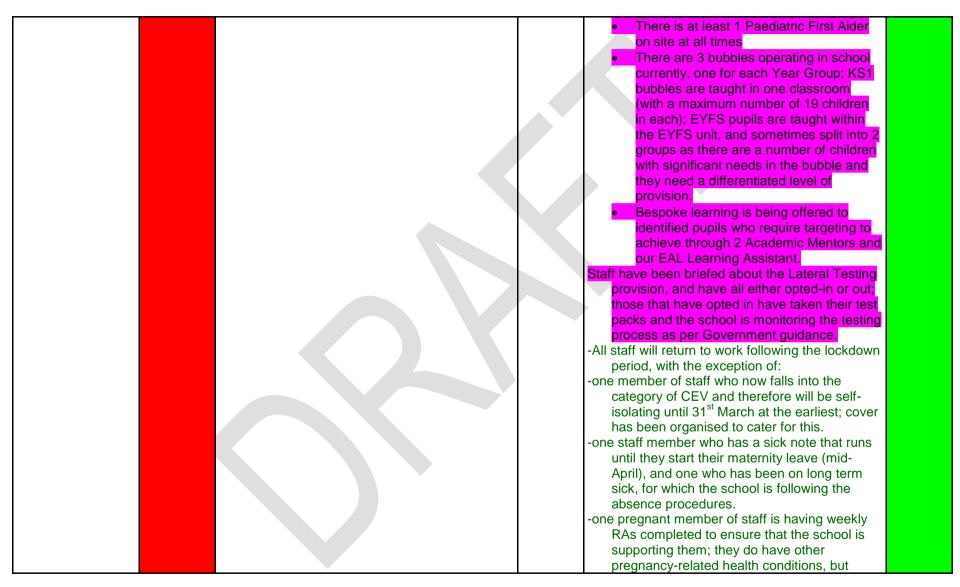
entering the school on an ad-hoc basis.

- 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.
- During staff shortages, we have arranged for some class teachers to teach unsupported. They have, in turn, kept their mobile phones available to use in order to contact members of SLT in the need for immediate support (for instance, to escort a child to the toilet).
- The school is working with 2 colleges, meaning that, across the majority of the year, at least 7 classes will have an additional adult in their room. This, in turn, means that the school will have less need to cover if staff in those classes have shorter-term absences.
- The school is taking up the offer from BCC to allow for staff who want it can utilise the free flu-jab offer that was made available.
- No staff who previously shielded during the initial lockdown have the need to do so now – as such, all staff are in work.
- One pregnant staff member has had a Risk Assessment completed outlining adapting to working practices to enable her to continue to carry out her responsibilities effectively.
- A further 5 student teachers will start their





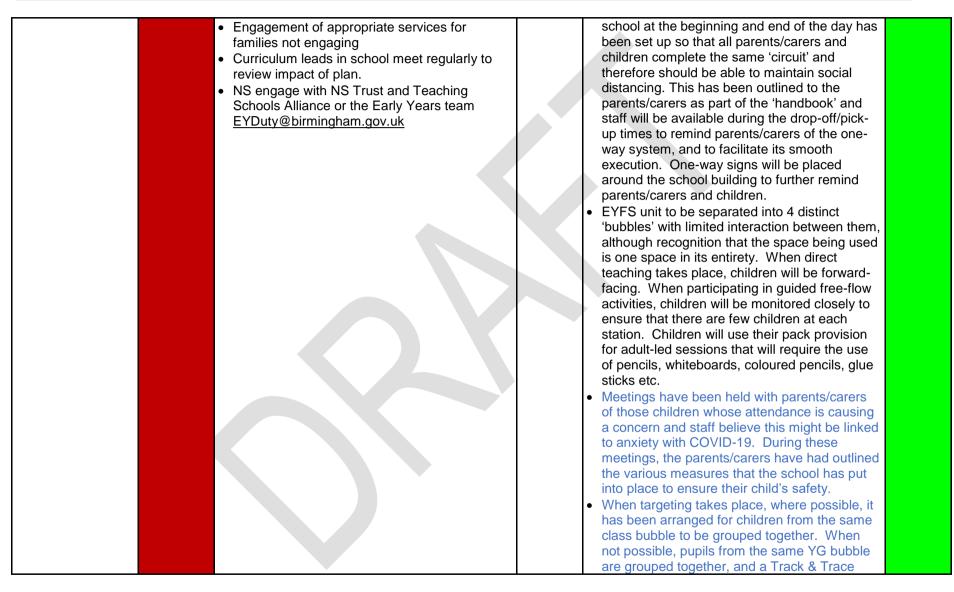






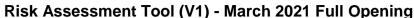
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x3=6 MEDIUM	 Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications 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. 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. ol will be accommodated and encourage atternations. 	Yes	school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learning. • 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.
Measures are not in place to accommodate mandatory attendance	4x4=16 VERY HIGH	 Reduced contact between bubbles/groups continues to be reinforced Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. Removing unnecessary furniture out of the classroom to make more space. Use of unused classrooms. In NS/NC where additional space is identified for accommodating 2-year olds and under 2s, then the school will need to register the space for use with Ofsted using the current interim process. 	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







		facility is utilised. There are 3 bubbles operating in school currently, one for each Year Group; KS1 bubbles are taught in one classroom (with a maximum number of 19 children in each); EYFS pupils are taught within the EYFS unit, and sometimes split into 2 groups as there are a number of children with significant needs in the bubble and they need a differentiated level of provision. -All classrooms are in use, and smaller rooms where targeting can take place have been allocated to support staff to enable this targeting can be carried out safely and enabling social distancing. -The school will continue with their robust systems in order to manage attendance, including the utilisation of the LA procedures of 'Fast-Track' and 'Leave in Term Time', as per the guidance provided by the LA. -Families whose low or sporadic attendance may be linked to COVID-related anxiety will be signposted to the Learning Mentor for
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	 arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils. In secondary schools' groups or bubbles should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, 	 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. (In consultation with EYFS staff, it has been decided that children will keep to their own classrooms) The only time Year Group bubbles will be
	avoid creating busy corridors, entrances and exits.Classrooms re-modelled and space	utilised is at break times and lunch times. However, at break time and lunchtime, classes will remain in their own 'bubble', being



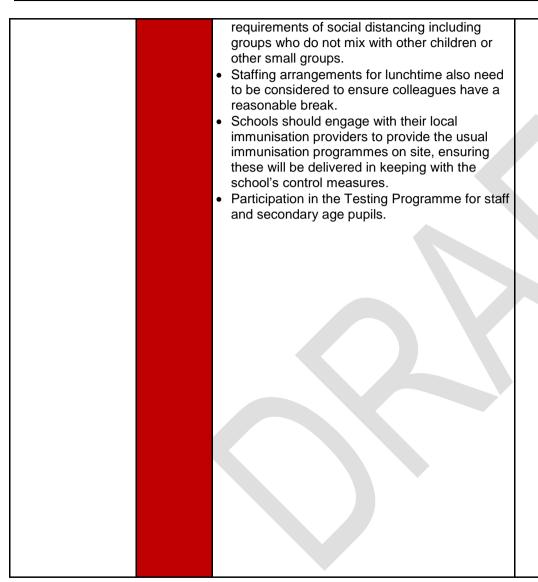
maximised. Spare furniture that will not be	е
used is removed.	

- Clear signage displayed in classrooms promoting social distancing.
- Hand washing facilities identified for each learning zone
- Ventilation is increased while spaces are unoccupied e.g. breaktimes.
- Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home.
- Where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.
 Consider reducing the need to move between basic class spaces. Face coverings do not need to be worn by pupils when outdoors on the premises.
- Face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.
- Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups.
- Consider lunchtimes in the classroom for younger year groups.
- In EYFS handwashing supervision is in place.
 The EYFS environment is re-organised to meet

allocated a space to play in. (Classes outside are consistently maintaining their own bubbles and now not being a year group bubble)

- At lunchtimes, alternate sandwich/hot meal provision will be utilised to minimise children accessing the dining hall, and allowing for cleaning to talk place in between sittings.(All KS1 children will not eat lunch in classrooms and have a hot lunch every day, Reception children will eat in the hall, 2 classes at a time, keeping a distance of over 2 metres between each class)
- 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

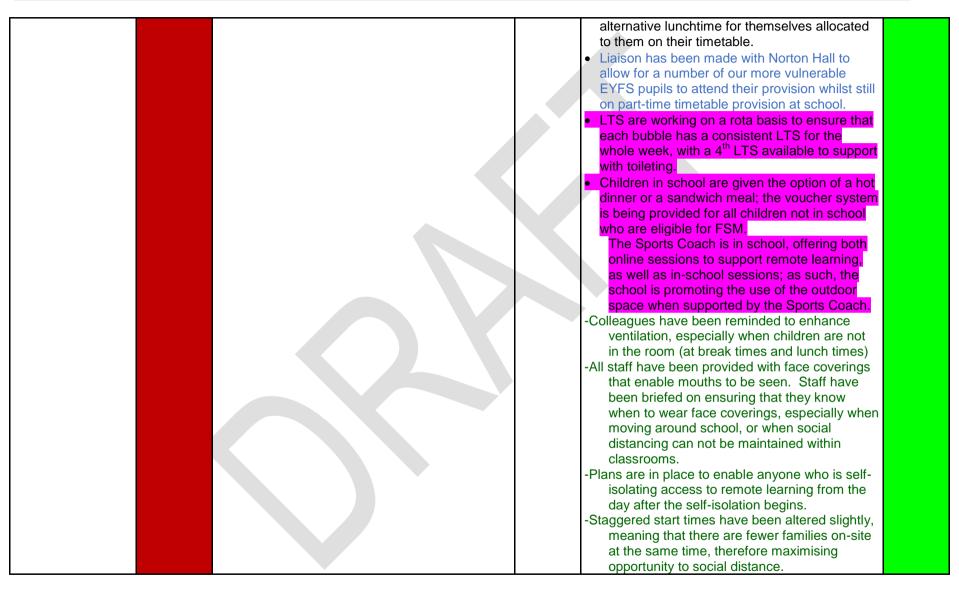




session.

- 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. (This is no longer the case; however, there is an additional teacher still in the EYFS Unit, and we have 1 non-class based TA who willingly supports staff in classrooms when there is a staff absence. 3 SLT members are also available to cover in classes as and when necessary. The school also has good links with regular supply staff who know the school and its systems really well).
- Each class has been allocated their own lunchtime supervisor who with oversee the lunches for that class, meaning that classroom staff are provided with a reasonable break. An additional 'floating' lunchtime supervisor will also be available in case of absences. (The school has now employed additional LTS to allow for lunchtimes to be more effective. This also enables the Learning Mentor to support children with behavioural needs at lunchtime, as well as the Sports Coach to oversee provision, and support targeted play within individual bubbles).
- TAs who are being utilised to support vulnerable children during lunchtimes have







Risk Assessment Tool (V1) - March 2021 Full Opening

26/02/2021

There is a need to
review group
participation and
use of large
spaces to allow
for the school to
be fully
operational

o 4x3=12 HIGH

- Encourage use of outdoor space, weather dependent.
- Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.
- Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe.
- Design layout and arrangements in place to enable social distancing
- The EYFS environment is re-organised to meet requirements of social distancing
- Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting.
- Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed.
- Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

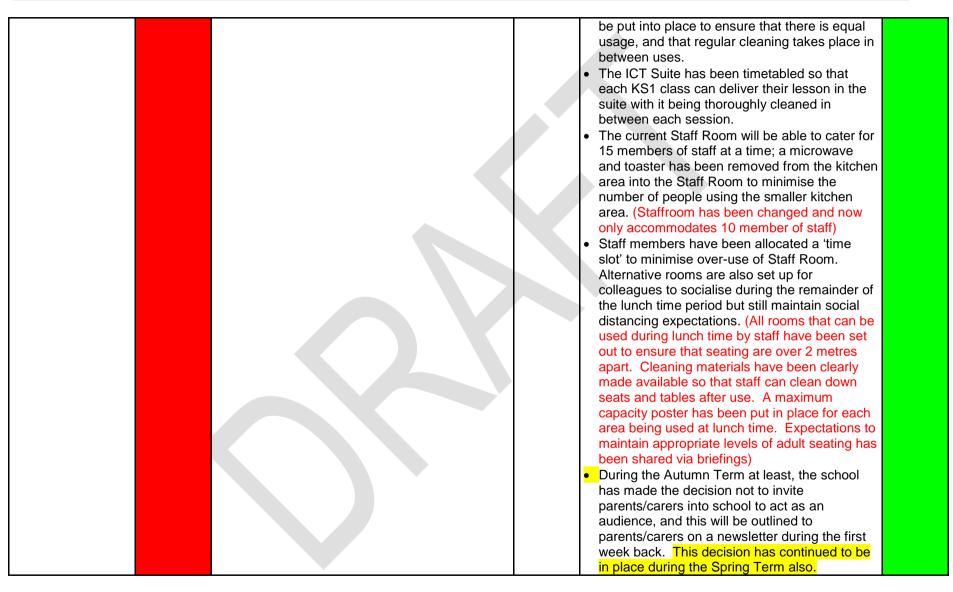
Yes

- 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 previously mentioned, KS1 pupils will now be received hot dinners in their classrooms, meaning that the hall can now be used as a shared space; EYFS pupils will continue to eat dinners in the hall, 2 classes at a time; meanwhile, the remainder of the hall will now be allocated as an additional Staff Room, providing an additional 8 seats).
- As the hall is a thoroughfare for classes to use the toilet, a 'walkway' will be provided that will enable classes to use both the hall and visit the toilet.
- The playground will be split into 4 sections so that KS1 classes can 'book' slots to ensure that 2 hours of PE is delivered. The Sports Coach will be available across the day to support with the cleaning of any equipment that is used, and to guide sessions that will be planned with social distancing in mind. Each section will have a cleaning station set up, and time will be provided at the end of sessions to enable children to help with the cleaning process of any equipment used.
- The EYFS Outdoor Play space has been separated into 2 sections with each section available for 2 of the 4 classes. Timetables will

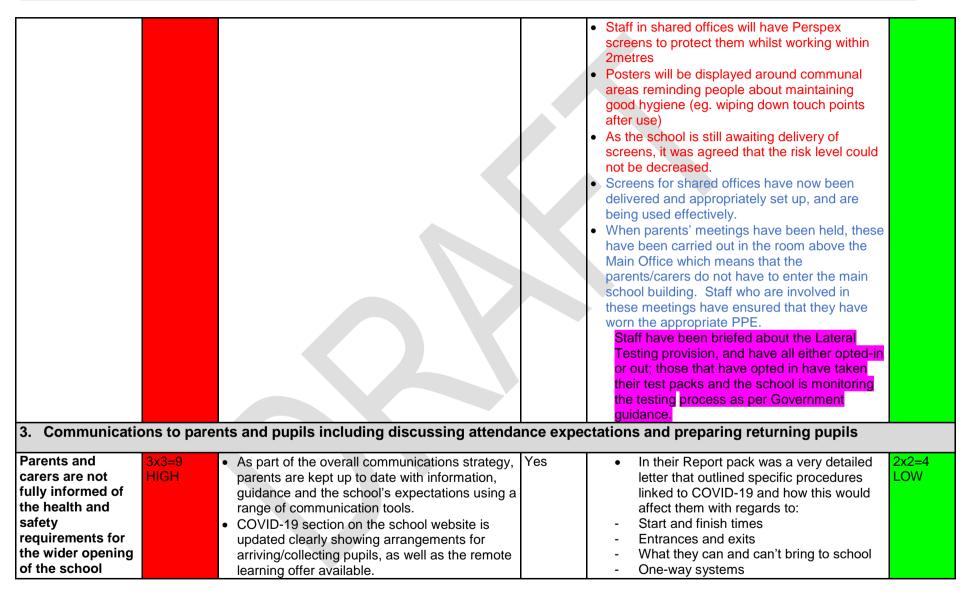
2x3=6 MEDIUM

> k2=4 OW B/11/20











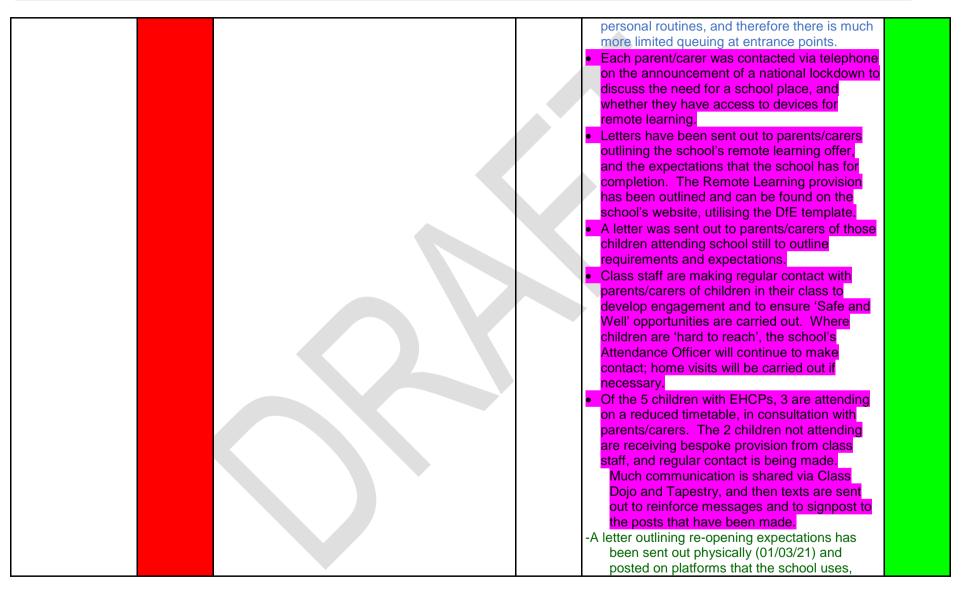
- Parent and pupil handbooks reflect changes to usual school policy and expected behaviours.
- Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance.
- Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods.
- NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc.
- For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.
- Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion
- Support for pupil/parent anxiety about return to school and vulnerability to COVID-19
- Bring any support requests to weekly LA SEND Panel
- Requests for support for vulnerable families sent through Early Help Hubs
- LA support for individual or complex cases
- NS/NC bring any support requests to weekly LA ISEY Panel

- How to arrange for a test
- Each 'bubble' had a specific handbook created, outlining specific information for that 'bubble' – this was written in a childfriendly 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.

Letter has been sent out to explain about positive cases we have in school and outlining where we are as a school, in the case of future incidents of cases, this will be repeated.

- Further correspondence has been shared with parents/carers as to expectations on and off school grounds linked to the 2nd lockdown. This included reminders as to parent/carer behaviours with each other in terms of social distancing, and also to request the wearing of face masks when around the school grounds.
- Staff stationed at entry and exit points believe that the overall organisation of the start and end of the school day is very fluid and smooth, and minimises the risk effectively.
 Parents/carers have also got used to their own







				- Fa	bee duri lette expo amilie be li sign	uding the school's website; staff have n requested to actively remind families ng Zoom sessions of contents of this er to ensure all families are aware of these ectations. es whose low or sporadic attendance may inked to COVID-related anxiety will be sposted to the Learning Mentor for itional support.	
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 regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	Yes		•	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. (Staff have been extremely vigilant when a child has attended with symptoms, or who we were led to believe were self-isolating. This level of vigilance has meant that no unnecessary exposure to symptoms has been realised at school since September.) 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	2x2=4 LOW 2x1=2 LOW 16/11/20

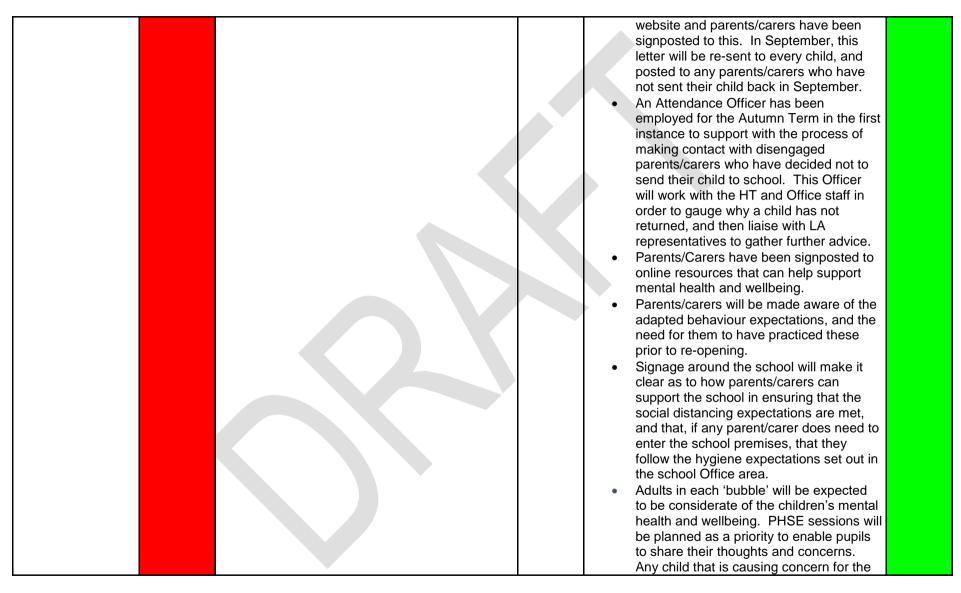


received the results of a test, what those results were, and to then advise as to when the child can return into school (Attendance Officer will also chase up families who have indicated that they are having a COVID-19 test so that we receive results of tests) When it is clear that a parent/carer does 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. Due to the limited number of times that the 'Isolation Room' has been required to be used during the Autumn Term, and the general lack of additional spaces available to be used, it has now been decided that the 'Community Room' will be allocated as the 'Isolation Room'. Generally, this room is not used during the week, but it will now be available as a targeting room; staff who will be using this room will be made aware of the implications of the room being used to isolate a pupil, and their responsibility to ensure that this room is prioritised to

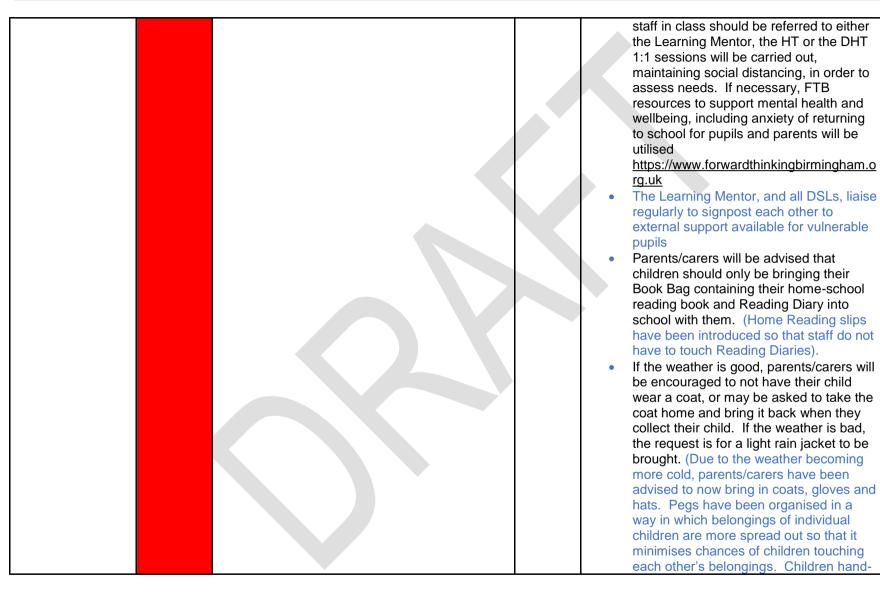


				being used for such a purpose. The Attendance Officer ensures that she completes Safe and Well calls to families who are self-isolating, reminding them of expectations, and when their child can return to school. The Attendance Officer provides a daily update to the self-isolation list of pupils; this is shared with colleagues so that all staff are aware of which children are absent due to COVID-19-related experiences.
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	 LFD testing arrangements onsite and home, are communicated clearly to parents and carers. Where home testing is not possible, arrangements are in place for the testing to be carried out at school. Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family Brokerage of access to Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. Family Connect support explored if required. NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection. Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	Yes	 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 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

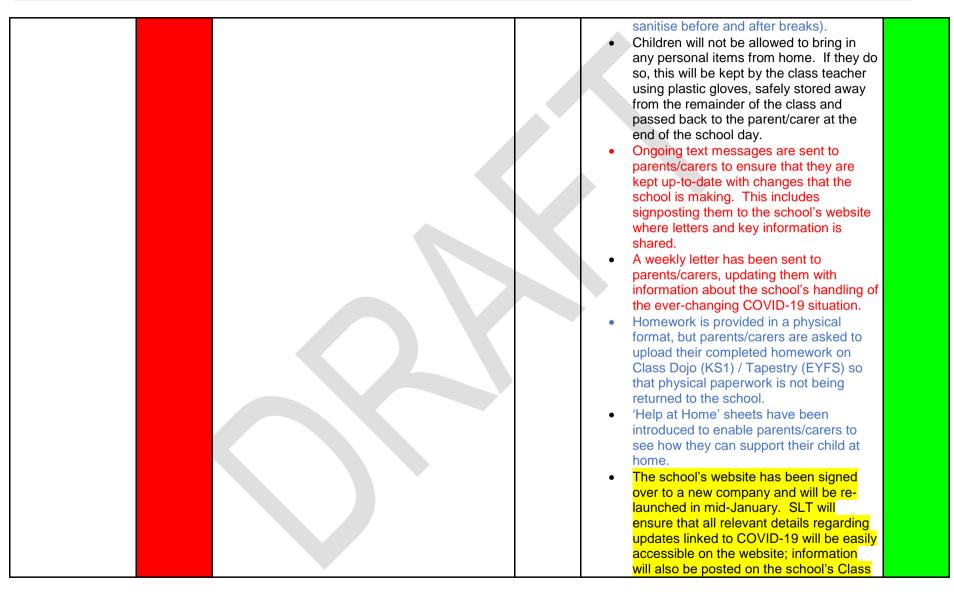














4. The School day			 Dojo page. In order to maximise the possibility of clean clothes being worn daily, children in school do not have to wear uniform. The school regularly signposts families to various wellbeing avenues via Class Dojo, Tapestry, text messaging, and on the school website. Where school knows that there is an issue with accessing the Internet to provide home learning, we have provided Dongles to enable this access. School staff have been pro-active in identifying which children can access devices and upload work on Class Dojo/Tapestry, and have supported parents with their needs, meaning that there has been an increase in uptake over time. Paper copies of work are produced so that parents/carers who do not have access to a device, or Internet access issues, or who struggle to complete the work online, can have paper access. Safe and well checks are carried out during Zoom sessions, as well as via phone calls made by staff; the expectations for learning are made clear during ongoing telephone contact, especially with those that are not engaging in the remote learning offered 	
The start and end 4x4=16	Consider stagger to start and end of day.	Yes	3 different start/end points, with 10- 2x3=6	
of the school day create risks of breaching social distancing guidelines	 Break and lunchtimes are also considered to maximise teaching time. The number of entrances and exits to be used is maximised; where possible each year group 	100	minute intervals in between; 4 classes to enter/leave at each stage, each entering/leaving via a different door. Families have to wait at 2 allocated entry points at the start and end of the school	UM L



to enter through its own access point.

- Different entrances/exits are identified and used for different groups.
- Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.
- A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only
- Floor markings are visible where it is necessary to manage any queuing.
- A plan is in place for the effective and safe handover of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.
- DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support).

day to minimise congregation at entry/exit points, manned by SLT to ensure following of social distancing – floor markings are provided to manage queuing. (A separate entry point has been allocated to the EYFS parents/carers, meaning that there are even less parents/carers queuing to enter the school at the same time in the same place).

- 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.
- Systems in place at the start and end of the school day have been well received



					by parents/carers. Staff who are outside	
					during these times have indicated that	
					the system has worked well and, on the	
					school grounds, parents/carers are	
					generally adhering to the school's	
					expectations.	
					DSLs are in close contact with the	
					outside agents working with the most vulnerable children, and have continually	
					kept them informed of any COVID-related	
					incidents linked to these families.	
					The Learning Mentor is making regular	
					contact with children classed as	
					vulnerable and not in school – she is	
					attempting to complete her workload as	
					closely as possible.	
				•	All children attending school have the	
					same start and end time, dropped off at 3	
					different entry points with a 10-minute window. Due to the low numbers of	
					children attending, there is no issue with	
					maintaining social distancing.	
Daily attendance	2x1=2	Designate staff responsibility for completion of	Yes		Class staff use their Zoom sessions to	1x1=1
registers for new	LOW	school daily attendance registers (for onsite			monitor attendance in individual classes.	LOW
cohorts are not in		and any remote learners).			Where children are not engaging, class	
place		 Designate staff responsibility for completion of 			staff are completing regular telephone	2x2=4
		DfE daily submission.			calls to develop engagement and to	LOW
		 Regular reporting to responsible body and 			encourage Zoom attendance. They also	28/01/21
		monitoring of attendance and follow-up with			ensure that they speak with the child to	154 1
		families factored into workload.			complete 'Safe & Well' check. If no engagement, the Attendance Officer also	1x1=1 LOW
		Review <u>separate guidance</u> on recording			attempts contact, with home visits being	01/03/21
		attendance.Addendum: recording attendance in relation to			carried out if necessary.	0.7700721
		coronavirus (COVID-19) during the 2020 to			Il continue to ensure that the daily	
		2021 academic year.			sters and DfE daily submission is	
				com	pleted.	



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Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x3=9 HIGH	 Key messages are regularly reinforced in line with government guidance. Community languages are considered. Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health Ensure contact details of families are up to date. 	Yes		Staff 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 When a child has used the Isolation Room, procedures have been carried out very effectively, and staff have followed the guidance appropriately. Due to this, it is felt that the RA rating can be lowered.	2x2=4 LOW 2x1=2 LOW 16/11/20
Resumption of day visits	4x4=16 VERY HIGH	DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.		•	In agreement with the school Governors, it has been decided that there will be no off-site educational visits in the Autumn Term. This will continue in the Spring Term also. During the Spring Term, outside agencies who can demonstrate that they can maintain social distancing and follow the school's RA are welcome to make visits into school. The school may also ask to see and agree to OA RAs, if available. During the Spring Term, visitors leading interactive provision will be invited to come into school. Timings will be considered to enable no mixing of 'bubbles' when working with the visitor. Expectations of maintaining social distancing from pupils and staff will be made apparent to visitors prior to, and during, the visit. In line with current guidance, day visits, where not essential, are not taking place. When contractors are coming onto site,	1x1=1 LOW

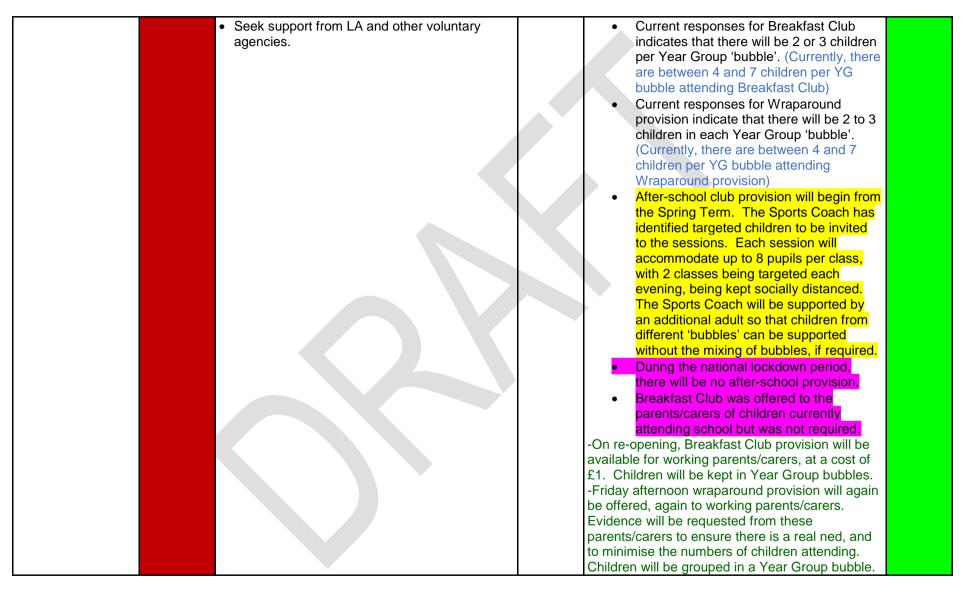


5. Provision for	meals and F	-SM		they have been asked to work around the opening times of the school, or to work remotely from the 3 spaces that are being used by the children. -In line with most recent guidance, no educational visits, or visits into school, will be made until changes to guidance are made.
Pupils eligible for free school meals do not continue to receive vouchers	1x2=2 LOW	 Issues with food poverty to be addressed through application to Early Help Hubs. A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. 	Yes	 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. Back-dated FSM vouchers for the Half Term holidays will be distributed to entitled families wb16/11/20, in line with LA guidance. All families in receipt of FSM were provided with a voucher code by the end of the Autumn Term for the Christmas period. Support will be offered to anyone who has had difficulty accessing codes during the start of the Spring Term. The FSM system has been re-introduced since 18/01/21 as per Government guidance. Those families without email addresses are having vouchers claimed via school and then receiving the paper voucher. Those children entitled to FSM but attending school are receiving a lunch provided by the catering team.



				T	and Market and Control of	
					earning Mentor has continued to offer	
					pport through the Food Bank voucher	
					stem during lockdown, and has signposted	
					rents/carers to these	
					chool will ensure that any child who is not	
				att	ending school and is in receipt of FSM will	
				red	ceive a voucher	
The school is	4x4=16	 Feasibility to continue or reimplement wrap- 	Yes	•	Breakfast Club offered to those who need	2x2=4
unable to provide	VERY	around provision e.g. PVIs and Childminders.			it and can provide evidence that they	LOW
breakfast clubs,	HIGH	Where it is not possible to group children in the			can't find an alternative option (eg.	
lunch clubs and		same bubble as they are in during the school			working parents)	2x1=2
after-school clubs		day, you should try to keep them in small		•	Each Year Group 'bubble' will be	LOW
		groups of no more than 15 children and at least			maintained, with children housed in a	16/11/20
		one staff member, with the same children each			classroom, led by Breakfast Club staff	
		time they attend, as far as possible. You			who will have their own stock of breakfast	1x1=1
		should also ensure any children from the same			provisions. (the hall in now divided up	<mark>LOW</mark>
		school are kept together. You should only			and used as the numbers are so low;	28/01/21
		group children from different schools together			children from different year groups are	
		where it is absolutely necessary.			not allowed to mix)	2x1=2
		Maintain up-to-date records of the children			Breakfast Club staff to ensure that tables	LOW
		attending for at least 21 days, including the			and chairs used are cleanly prior to pupils	01/03/21
		schools or early years setting that they attend			in the class entering the classroom and	
		and the specific groups and members of staff			utilising.	
		they have been assigned to in your setting in		•	No lunch or after-school clubs offered.	
		order to review groups.			(The Sports Coach will begin targeted	
		Offer services on rotational basis.			support at lunch time under the premise	
		Consideration of use of space for food			of a 'club'. This will be based within the	
		preparation and consumption.			established bubbles set up so as not to	
		 Advise parents and carers that they should be 			mix bubbles)	
		limiting their use of multiple out-of-school			Friday Afternoon Wraparound Club	
		settings, and should as far as possible only be			offered to those who need it and can	
		sending their children to one out-of-school			provide evidence that they can't find an	
		setting, in addition to school, in order to			alternative option (eg. working parents)	
		minimise mixing.			Children will be kept in Year Group	
		Collaborate with other schools where there are			'bubbles', led by TAs working in that Year	
		arrangements in place.			Group.	







				remainde will com	vill be no after-school clubs for the er of the Spring Term. The Sports Coach mence after-school clubs during the Term, ensuring class bubbles do not	
Meals are not available for all children in school	3x4=12 HIGH	 Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. Communication with catering provider to consider options. Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing. Consider lunchtimes in the classroom for younger year groups. Usual considerations in place for dietary requirements. 	Yes		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. (All catering staff continually demonstrate that they are following the guidance provided by the company). Lunchtimes will be staggered to allow for Reception plus one KS1 Year Group to be provided with a hot dinner each day; in between sittings, surfaces will be cleaned thoroughly. (All Reception children eat in the dining hall in 2 sittings). KS1 Year Groups will alternate hot dinners across the week, with the calternate Year Group being provided with sandwich lunches eaten in classrooms. (Hot dinners are now provided for all KS1 bupils, ate in the classroom, served in colastic containers) Parents/Carers of children who are self-solating and who are eligible for FSM can collect Lunch Packs, provided by the catering team, provided daily from 1pm until 2pm. Text messages are regularly sent out to remind these parents/carers that they can come and collect these backs. The FSM system has been re-introduced	2x2=4 LOW



6 Safoguarding	provision to	o support returning children and increased	roforrals	-So	since 18/01/21 as per Government guidance. Those families without email addresses are having vouchers claimed via school and then receiving the paper voucher. Those children entitled to FSM but attending school are receiving a lunc provided by the catering team. Chool meal providers have been contacted to ensure that all workers are available to provide required service upon re-opening	
				mot	e-education-during-coronavirus-covid-19	
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x2=6 MEDIUM	 Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy to be used. 	Yes	mot •	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. Staff have completed online training (via Hays), ensuring they have up-to-date knowledge of Safeguarding and Health & Safety. An update to the school's H&S Policy has been made in-line with guidance from the LA, agreed as a Chair's Action 1 child is currently on a limited timetable due to his medical needs. This child is not considered clinically extremely vulnerable, but, due to a recent procedure, is not attending school on a full-time basis. Safe and Well calls are being made on a regular	1x2=2 LOW 2x2=4 LOW 28/01/21 1x2=2 LOW

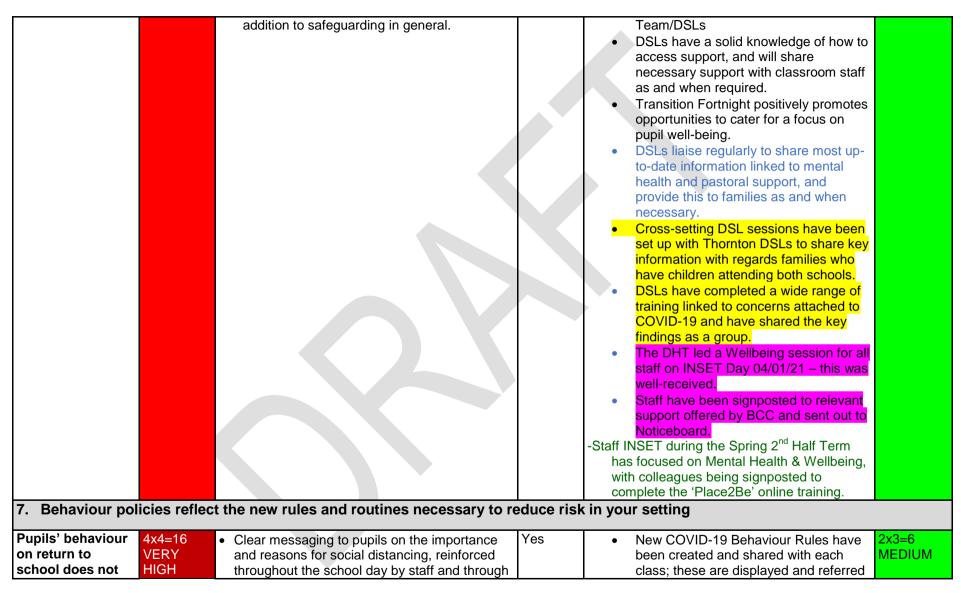


					basis; the School Nurse Team have also	
					been contacted to enable a Care Plan to be	
					completed so that they can attend more	
					regularly. 6 children with BCT involvement are	
				•	attending and engaging with the process; a	
					further 11 children considered as	
					vulnerable are attending daily also.	
					Safe and well checks are carried out during	
					Zoom sessions, as well as via phone calls	
					made by staff; the expectations for learning	
					are made clear during ongoing telephone	
					contact, especially with those that are not	
					engaging in the remote learning offered	
				•	The Learning Mentor is making regular	
					contact with children classed as vulnerable	
					and not in school – she is attempting to complete her workload as closely as	
					possible.	
					DSLs are in regular contact with BCT	
					workers who are supporting families to	
					ensure that support is still being offered	
					both by school and external agents.	
				•	CASS have been contacted, where	
					necessary, to gauge support when	
High mints of	0.0.0	701	V.		safeguarding concerns have been raised.	0.0.4
High risk of increased	3x2=6 MEDIUM	DSL capacity is factored into staffing	Yes	•	All DSLs are none class-based for the	2x2=4 LOW
disclosures from	MEDIOM	arrangements to ensure enough staff are available to deal with the potential increase in			Autumn Term to ensure that they can deal with any additional safeguarding concerns	LOVV
returning pupils		disclosures from pupils.			that are presented with full return of	
		Contact is maintained with families where			cohorts. This will continue during the	
		there are vulnerable pupils that are not			remainder of the academic year.	
		attending school due to isolation or following		•	Learning Mentor will continue to make	
		GP advice.			contact with families where there are	
		 Multi-agency arrangements in place to 			vulnerable pupils who are not attending	
		support early help.			school, making contact with relevant	



			1	
		 School is aware of support through Early Help Hubs. Advice is available through CASS, BCC Safeguarding and BCC Prevent Team. 		 outside agencies as and when necessary. 1 child is currently on a limited timetable due to his medical needs. This child is not considered clinically extremely vulnerable, but, due to a recent procedure, is not attending school on a full-time basis. Safe and Well calls are being made on a regular basis; the School Nurse Team have also been contacted to enable a Care Plan to be completed so that they can attend more regularly. The Learning Mentor has been signposted to support families who have been affected by COVID-19, with the school being made aware either by disclosures made by pupils or staff. The school have bought into Malachi support service whereby families can be supported if there is limited engagement with school staff See 6.1
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 	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. THIS IS NOW IN PLACE. Malachi staff to deliver staff training in order to support class staff with how to offer effective support for pupil wellbeing. This has now been completed. Referral system is in place to enable classroom staff to share concerns about individuals with Pastoral







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comply with social	posters, electronic boards, and floor markings.		to regularly throughout the day.	2x2=4
distancing	For young children this is done through age-			LOW
guidance	appropriate methods such as stories and		,	28/09/20
guidanoo	games.	•	Classrooms are set up to allow for	20/00/20
	 Arrangements for social distancing of younger 		social distancing as per guidelines.	2x1=2
	school children have been agreed and staff are		Pupil movement minimised around	LOW
	clear on expectations in line with DfE advice.			28/01/21
	Staff model social distancing consistently.		lunchtimes, PE (1xper week), ICT	
	The movement of pupils around the school is		(1xper week) and Outdoor Activity	2x2=4
	minimised.		sessions.	LOW
	Break times and lunch times are structured and			01/03/21
	closely supervised. Large gatherings are		changes made to expectations; this has	
	avoided.		been shared with staff, parents/carers	
	 The school's behaviour policy has been 		and pupils.	
	revised to include compliance with social		At start/end of the school day, SLT will	
	distancing and this has been communicated to	_	be available around the school to	
	staff, pupils and parents, and a focus on		remind parents/carers of the need to	
	reintegration and re-engagement with support		socially distance when collecting	
	for pupils to do so.		children.	
	 Senior leaders monitor areas where there are 	•	Staff handbook has been updated to	
	breaches of social distancing measures and		reflect the expectations of the staff, and	
	arrangements are reviewed.		the implementation of the current the	
	Messages to parents to reinforce the		Risk Assessment.	
	importance of and exhibit social distancing.	•	Feedback from teaching staff has	
	importance of and extinct coolar distancing.		indicated that pupils' behaviour has	
			been very pleasing despite the changes	
			being made due to COVID-19.	
		•	All behaviour issues that have led to a	
			pupil having to be spending time with a	
			member of SLT has been recorded on	
			CPOMs to maintain an ongoing log.	
		•	Due to low numbers of pupils in school,	
			there are very limited opportunities for	
			bubble mixing	
		•	Bubble sizes are lowered to less than	
			20 per bubble currently	



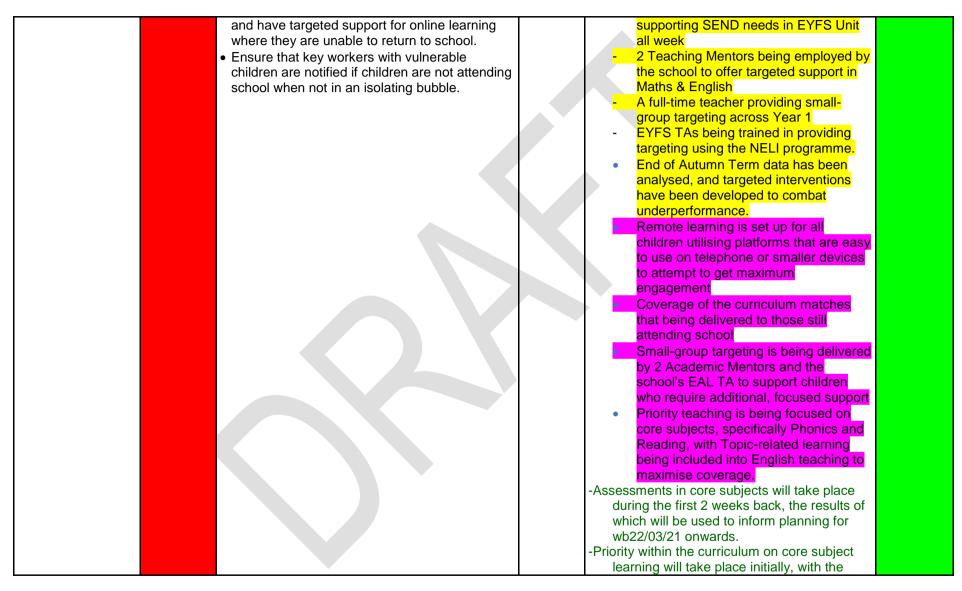
•		uding any approaches to 'catch up' support		19 me	Behaviour Rules, and reinforce the essage consistently, especially as the ldren return to school	
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	4x2=HIGH	 Gaps in learning and starting 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. Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released. For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re- 	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. (End of term reassessment will take place to help to show progress over time, and inform assessments). 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 selfcare challenges can be changed in comfort. An 'Isolation Pack' has been produced for each Year Group to be provided for any child who has to self-isolate or if there is a wider-spread closure, providing school staff time to plan for and organise remote learning. A mixture of teachers leading remote live sessions and signposting to good quality e-learning will be provided, with work required to be completed uploaded onto a learning platform Paper packs to allow for parent/carer teaching to be produced for those who	2x2=4 LOW

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- Up to and including Key Stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics.
- Most pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects.
- Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support.
- Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021.
- Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation.
- Exam syllabi are covered and revised where appropriate.
- Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning.
- School is aware of pupils who are young carers

- 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.
- Home Learning has been organised to allow for children to be taught if bubbles self-isolate. Staff have created home learning provision so that it can be accessed with only 1 day of preparation required from self-isolation until provision can be made available.
- A Personal Care assistant has been employed for the AU2 period due to there being 8 children in EYFS & Y1 who still require changing at school.
 The Personal Care assistant's role has been augmented into SEND staff roles from Spring Term onwards.
- The school has put into place the following support for children from Spring Term onwards:
- An EAL targeted support worker for 4 days per week
- An additional TA to offer support for targeted pupils in EYFS for 4 days per week
- SEND support for the whole week for Year 1 SEND pupils
- SEND support for Year 2 SEND pupils for 3 days per week
- An additional TA to focus specifically on





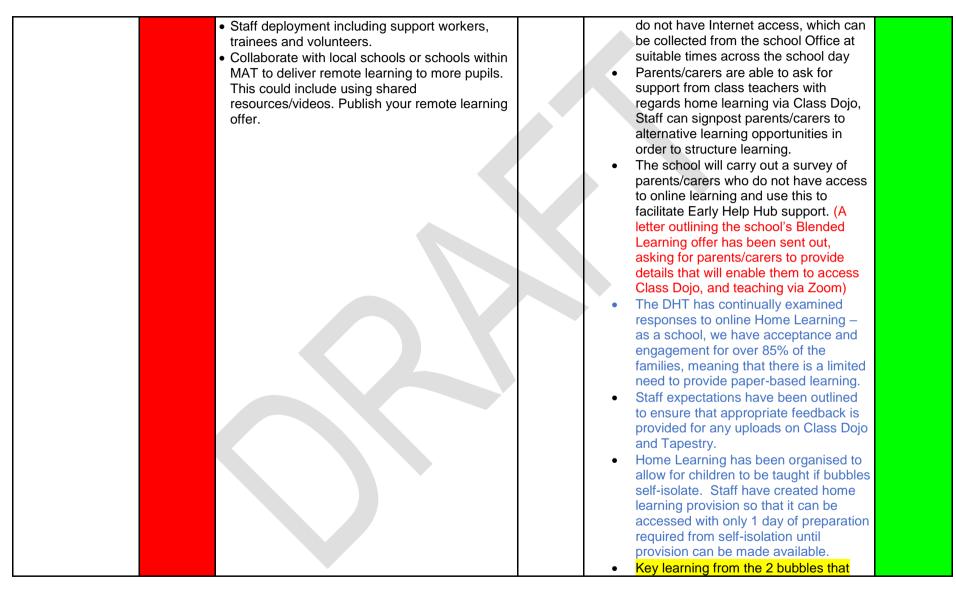


School unable to meet full provision required in line with EHCP	2x2=4 LOW	 Supporting the delivery of each EHC plan. Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. Access support through health and social care offer. 	Yes	intention to return to a more broad and balanced curriculum by the end of the academic year -An initial focus on pastoral support and mental health and well-being, including more PHSE opportunities, to be included into plan for transition period -Targeted support will be in place in all YGs, including the use of Academic Mentors and trainee teachers in the majority of classes across the Summer Term -RHE has been included in the PHSE provision from the Summer Term. The Working Party, formed in collaboration with the Junior School, have a meeting planned to discuss the provision of the curriculum in April 21. • 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. • The Inclusion Manager liaises with the school's EP weekly to maintain links to outside agency support, and ensure that children with EHCP are being	(1=1 DW
		potentially, where a local outbreak occurs. • Access support through health and social care		school's EP weekly to maintain links to outside agency support, and ensure	

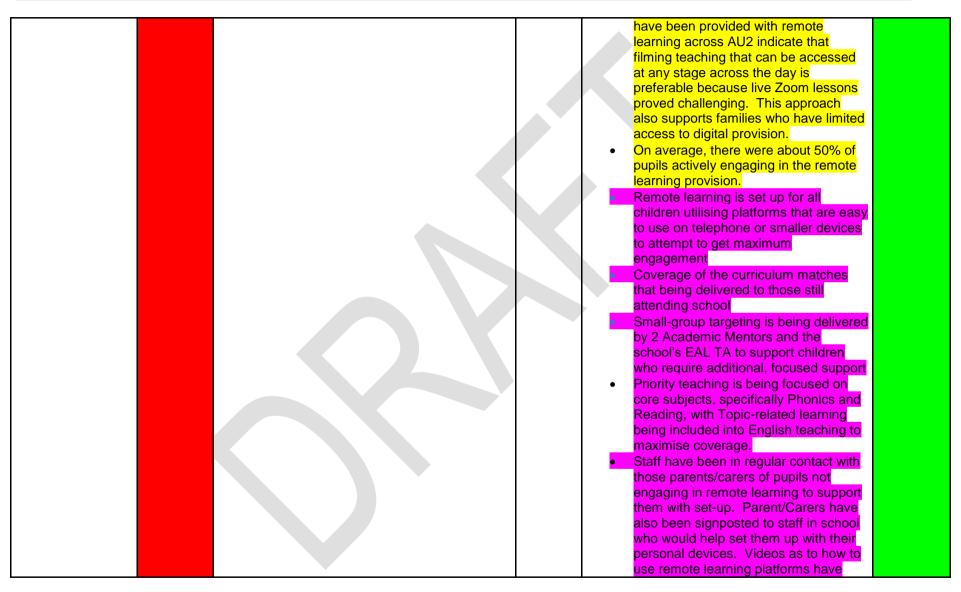


				•	to provide the school with additional funding to allow for 2.5 extra staff; this will enable those children with EHCPs to be fully provided for, as well as those on the verge of being allocated a EHCP but are currently not being funded. The school is still awaiting the outcome of this proposal. Currently, 4 children with EHCPs are on a part-time provision, but the school is pro-actively working towards providing full-time education for all of these children. Of the 5 children with EHCPs, 3 are attending on a reduced timetable, in consultation with parents/carers. The 2 children not attending are receiving bespoke provision from class staff, and regular contact is being made. All children with SEND have been signposted to the SEND support offer being provided by BCC, and this has	
					been added to the school's website.	
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 <u>BEP offer</u> for online resources. NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school. Review online offer for pupils that are unable to attend school. Learning offer for pupils unable to access online resources. Access Early Help Hub support for those pupils affected by ICT poverty. Differentiate offer for eligible children that can't attend school to support future transition. 	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	2x2=4 LOW 2x1=2 LOW 01/03/21





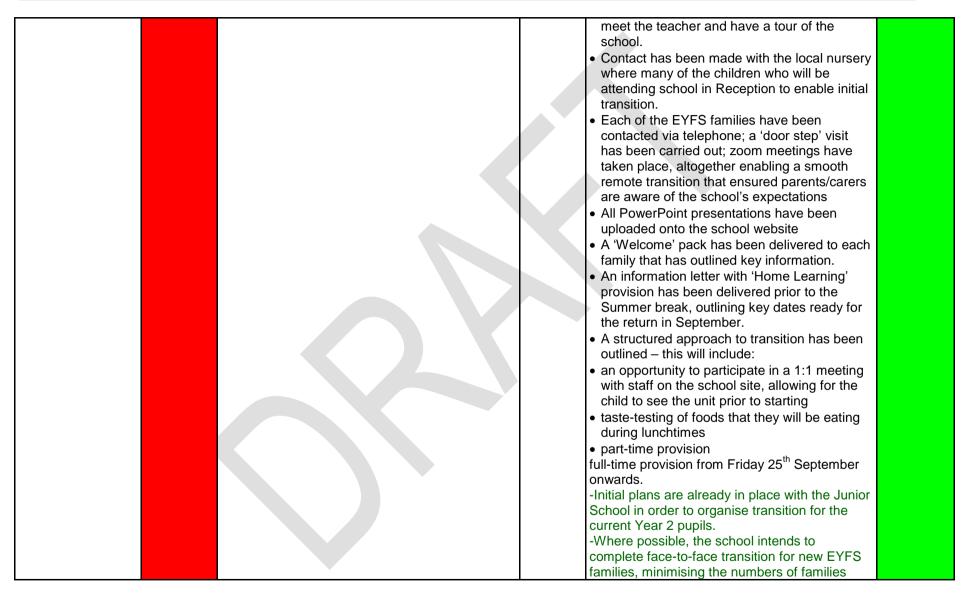


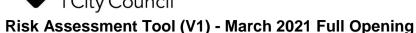




Pupils moving on to the next phase in their education are ill-prepared for transition	3x3=9 HIGH	 A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. There is regular and effective liaison with the destination institutions (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 	Yes	 Staff are working collegiately as Year Groups in order to share provision of planning and delivery of teaching, posting pre-recorded sessions; this enables children to access the remote learning at a time that works best for them and their family. Remote learning for individuals or small groups of children self-isolating will include an 'Isolation Pack', with 'drop-in' provision to offer support as and when required by the parents. When bubbles are closed due to close contact case, the remote learning package will be the same as when in lockdown, utilising Zoom and Class Dojo/Tapestry. 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 	2x2=4 LOW
		with pupils' transition.		Transition themes were embedded into Year	







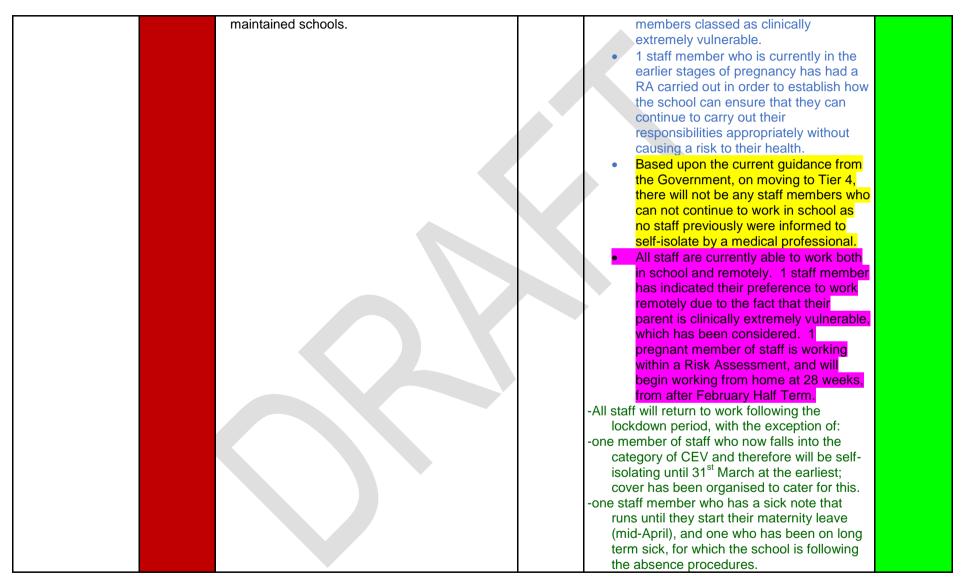


9. Content and	timing of st	aff communications		being involved in the meetings at one time. This decision will be clarified once more details regarding the roadmap are made clear by the Government. If not possible, the school will provide remote transition similar to what was offered in June/July 2020. -A 'Transition' page will be added to the school's website so that details can be shared effectively with the parents/carers.	
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. Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the extra mental health support for pupils and teachers from DfE is also accessed. Staff deployment including support workers, trainees and volunteers. Setting up arrangements with local schools or schools within MAT. Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 	Yes	 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 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. There is an additional teacher in the 	2x1=2 LOW



				EYFS Unit, and we have 1 non-class based TA who willingly supports staff in classrooms when there is a staff absence. 3 SLT members are also available to cover in classes as and when necessary. The school also has good links with regular supply staff who know the school and its systems really well). Rotas were created within each Year Group to ensure that there was adequate staffing ratios to cater for the children still accessing school, and to ensure that remote learning could continue without disruption. -10/12 classes will be supported by a trainee teacher during the Summer Term, meaning that each of these classes have 3 adults attached to them. -If there is a staffing concern in 1 of the remaining classes (without a trainee teacher attached), a part-time staff member who teaches in that class for part of the week will be available to cover. -If there is a staffing concern in the final class without a trainee teacher attached, the HT, DHT or Inclusion Manager will be available to teach if short-term absence. In the event of a longer-term absence, the school will work with a
				short-term absence. In the event of a longer- term absence, the school will work with a supply agency to provide consistent cover.
Identify staff unable to return to school	4x4=16 VERY HIGH	 0 staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. Provide ongoing support for staff including wellbeing and mental health support for 	Yes	 Following discussions with all staff members, no staff members have indicated that they will be unable to return to work in September. In line with guidance linked to new national restrictions, there are no staff







				-one pregnant member of staff is having weekly RAs completed to ensure that the school is supporting them; they do have other pregnancy-related health conditions, but school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learningStaff INSET has been provided to support the mental health and wellbeing of pupils, as well as their own, utilising Place2Be online training, to be completed during SP2.	
Staff are insufficiently briefed on expectations	4x4=16 VERY HIGH	 Staff receive daily/weekly briefings on day to day school matters. Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. Flexible working patterns and arrangements if appropriate Staff workload expectations are clearly communicated. Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. Staff have been fully briefed on the action planning for local/bubble lockdown. 	Yes	 Staff 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 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 	2x1=2 LOW



				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. (Staff Meetings	
				have now been allocated for the whole academic year, focusing on developing CPD,	
				and providing 'catch-up' opportunities with a	
				small group of identified pupils in each	
				class).	
				Staff Briefing update will be led by RM to	
				update colleagues on the most recent	
				information, including key aspects from the	
				RA, on 04/01/21.	
				 SLT meetings are held fortnightly to discuss any issues. Year Group leaders ensure that 	
				staff in their Year Group are informed of	
				agreed decisions	
				 WhatsApp groups have been set up across 	
				school so that contact can be easily made	
				when working remotely	
				Regular updates are sent out via email	
				should more formal or exact messages need to be shared.	
				-Staff briefing has been provided by RM with	
				regards re-opening of school wb01/03/21 prior	
				to the re-opening date of 08/03/21.	
10. Protective mea	asures and	hygiene			
		Consider classroom layouts, entry and exit	Yes		3x2=6
	VERY	points, staggered starts at break times, class			MEDIUM
	HIGH	sizes, lunch queues		drop off and collection. Each class will	0.0 4
movement around the building(s).		Circulation plans have been reviewed and		enter/exit the school from a different door.	2x2=4 LOW
Social distancing		amended.		Families have been allocated 1 of 2 entrances to minimise bottle-necking at the	16/11/20
Solai distallollig		One-way systems are in operation where		entrances to minimise bottle-necking at the	

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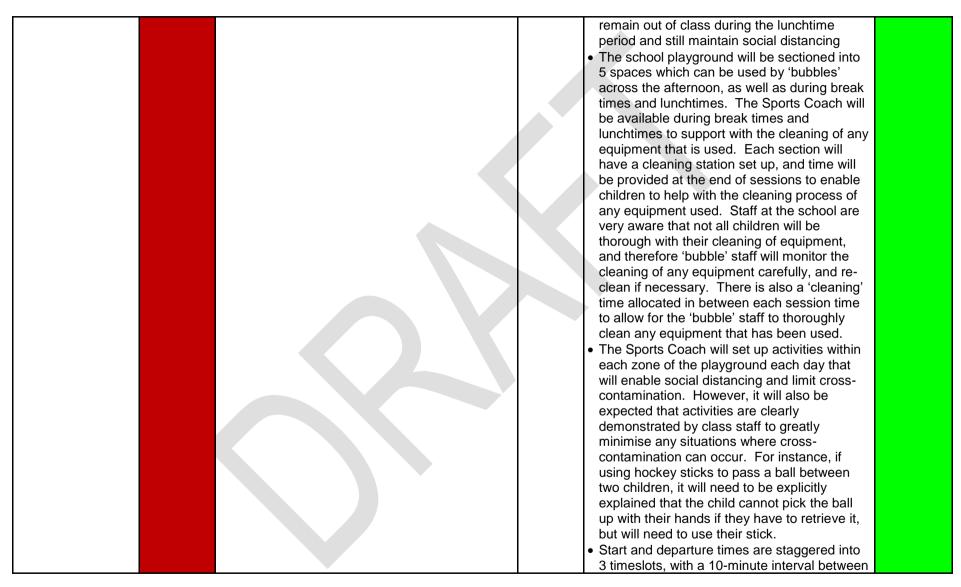
guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times feasible.

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

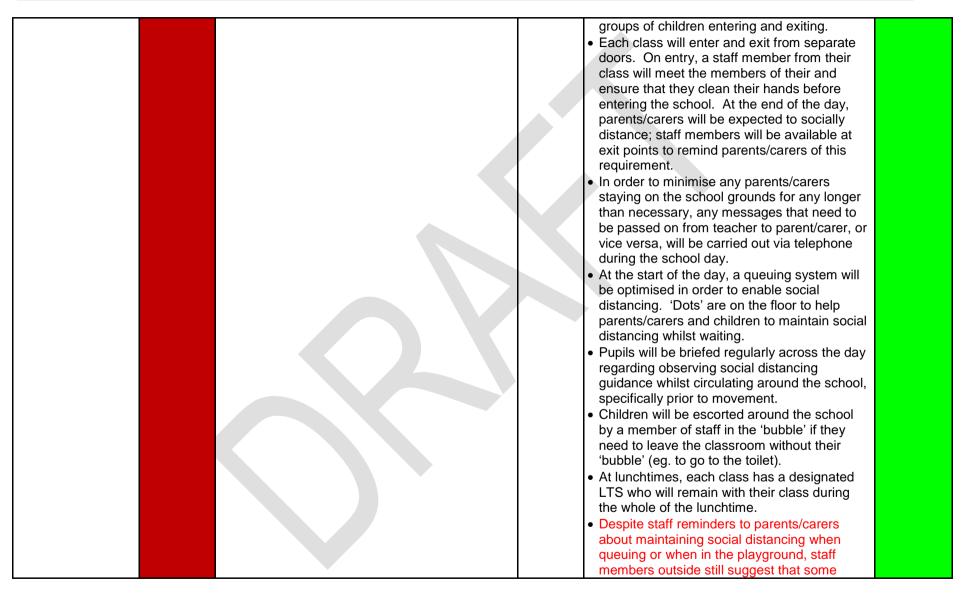
start/end of the school day.

- We have introduced the use of a 3rd entrance for the Reception classes. This has meant that the 2 other entrances are not overcrowded at any stage.
- 1 metre distance 'dots' have been placed along the entrances to the school to enable parents/carers and children to queue at their allocated time slot when dropping their child to school.
- A one-way system around the outside of the school at the beginning and end of the day has been set up so that all parents/carers and children complete the same 'circuit' and therefore should be able to maintain social distancing.
- Classrooms have been re-modelled, with chairs and desks in place to meet current guidelines, and to ensure children are forward-facing where possible.
- Each classroom has their own handwashing facility, which will be regularly checked by the Site Manager to ensure that there are ample cleaning materials.
- Hand sanitiser will be provided in each classroom to enable quicker hand cleaning when it is more difficult to utilise the 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











The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures **Ad=16** **Classroom base arrangements in place.** **PIGH** **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. **EYFS equipment that needs to be reused within bubbles to limit the risk of cross contamination.** **Arrangements are reviewed regularly.** **Reducing clutter and removing difficult to clean items can make cleaning easier.** **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. **EYFS equipment that needs to be reused within bubbles to limit the risk of cross contamination. **Arrangements are reviewed regularly.** **Reducing clutter and removing difficult to clean items can make cleaning easier.**
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offices and Medical Rooms do not allow for observation of social distancing guidelines		 Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. 	Yes	 -The ICT Suite and hall have recently been decluttered to ensure the cleaning of these 2 communal rooms can be more easily maintained - this was decided upon as part of the Health & Safety walk-round carried out wb22/02/21 • The Staff Room will only cater for half of the staff at one time. Therefore, time slots have been allocated to enable staff to use the Staff Room for 20-minute periods. (The Staff Room now has an allocation of 10 maximum staff at one time. The school hall has been developed into a makeshift Staff Room, catering for a further 8 staff. Each of the rooms organised to be used for staff at lunchtime have specific limits to the maximum numbers of adults allowed to use the room at each time). • Alternative spaces will be provided for staff to remain out of class during the lunchtime period and still maintain social distancing • The staffroom kitchen will be limited to 1 person at any one time. • Perspex screens have been set up to allow for staff in offices to minimise contact. -Recent staff briefing outlined the allocations of rooms across the school so that small-group and 1:1 targeting could take place. -medical practitioners who come to work in the school have an allocated space made available to them which will be cleaned prior to, and after, use. 	1x2=2 LOW
and handwashing	4x4=16 VERY HIGH	 Queuing zones for toilets and hand washing have been established and are monitored. NS/NC have arrangements in place to meet the staffing requirements when changing nappies 		 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 	2x2=4 LOW



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			1		
social distancing		and responding to children changing		handwashing when they take their class to	
measures		requirements.		the toilet	
		 Floor markings are in place to promote social 		 Individuals who require the toilet when not at 	
		distancing.		their allocated time slot will have to be	
		 Pupils are encouraged to access the toilet 		escorted to the toilet by one of the staff	
		during class/throughout the day to help avoid		members in the class. They will have to use	
		queues.		one of the 2 additional toilets during these	
		The toilets are cleaned frequently to take		times	
		account for the number of pupils accessing the		 An additional cleaner has been employed to 	
		facilities, for example after every morning		ensure that robust cleaning takes place in all	
		break, lunchtime and at the end of the school		toilets.	
		day.		Due to the length of time it would take for 30	
		 Monitoring ensures a constant supply of soap 		children to handwash in the classroom	
		and paper towels.		environment, hand sanitisers will be used	
		• Bins are emptied regularly for example morning		throughout the day at regular intervals, at the	
		break, lunchtime and the end of the school day,		discretion of the staff in that class.	
		or other transition periods.		 An additional LTS has been employed in both 	
		Pupils are reminded regularly on how to wash		the EYFS Unit and the KS1 playground to	
		hands and young children are supervised in		enable children who require the toilet to be	
		doing so. Handwashing is incorporated into the		escorted without a mix of bubbles.	
		daily timetable.		-As part of the transition period when school re-	
		 Children are encouraged not to touch peers. 		opens, staff have been asked to re-focus	
		Provision of hand gel is made available where		the children on the correct procedures	
		there are no handwashing facilities, e.g.		when washing hands in the toilet, and the	
		reception areas and entry and exit points.		expected procedures when coughing or	
		Supervised use for young pupils.		sneezing. The Site Manager will also	
		 Promote 'catch it, bin it, Kill it'. Use of e-bug 		ensure that all relevant posters are in place	
		learning from Public Health England.		and have prevalence around the school at	
		3 3 3 3 3		significant vantage points.	
Impact of any new	2x2=4	The new variants of the virus do not require any	Yes	N/A	2x1=2
variants of the	LOW	additional control measure and the current			LOW
virus on the day to		guidance remains unchanged.			
day running of the		Any local outbreaks of any new variant(s) will			
school		be managed by Public Health in partnership			
		with schools, staff and families impacted.			
L		I I I I I I I I I I I I I I I I I	l	I .	



11. Enhanced cle	aning and h	BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coro https://www.birmingham.gov.uk/info/50231/coro navirus_covid-19/2204/local_outbreak_plancovid-19 ow it will be implemented in your school are covid-19.		ou 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		 A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. Enhanced 'deep clean' prior to the wider opening of the school. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. More frequent cleaning of rooms / shared areas that are used by different groups. Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient cleaning 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. Between the Site Manager and an additional member of the cleaning staff, the enhanced cleaning schedule is being maintained on a daily basis. A fog machine has been purchased and all areas of the school are 'fogged' at least once per week. The cleaning staff completed an enhanced deep clean of the school during Half Term. During staff briefing, reminder of the need to ensure that outdoor playground equipment is cleaned more frequently will be made, specifically liaising with the Sports Coach to ensure that he is aware of the high need that this represents. 	2x2=4 LOW 2x1=2 LOW 15/11/20
Procedures are not in place for	4x4=16 VERY	 Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19</u>: 	Yes	 Arrangements are in place for the children of key workers and vulnerable 	2x2=4 LOW

Risk Assessment Tool (V1) - March 2021 Full Opening

Covid-19 clean following a suspected or confirmed case at school	HIGH	 cleaning of non-healthcare settings guidance Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. Sufficient and suitable equipment is available for the required clean. Adequate waste disposal arrangements are in place to dispose of contaminated equipment Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. Suitable PPE equipment is available if 2m from the child cannot be maintained. 	children to go to Thornton in the event of closure, which would be reciprocated in the event of a deep-clean being required at either school. • All relevant staff members have been provided with the most up-to-date flow chart to ensure that we are following the most appropriate guidance.	
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	4x4=16 VERY	 An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	children to hand wash in the classroom environment, hand sanitisers will be used throughout the day at regular intervals, at the	2x3=6 MEDIUM 2x2=4 LOW 28/09/20



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				• The Site Manager continually assesses the levels of cleaning materials, and maintains these levels continually. -Following most recent guidance, all staff have been provided with a transparent face covering which means that their lips can be seen through a transparent plastic sheeting. Staff have been briefed that they should wear these when 2-metre distance from other adults can't be maintained, and when moving around school in communal areas. Staff have also be briefed about how to clean their face covering, and how to store then when not being used. -Parents/Carers have been requested to wear a face covering when dropping off/picking up their children. -Staff have been requested to reinforce the 'catch it, bin it, kill it' message as part of the transition.	
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 	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 redistributed or placed back in their Guided Reading pack. (Feedback to parents/carers regarding reading in school is provided via a 'Reading slip', thus meaning that staff do not have to touch reading books or Reading Diaries). All pupils will be provided with their own learning pack that will include individual. Each class is allocated their own cleaning 	2x2=4 LOW



products, and staff within each 'bubble' will wraparound care. ensure that any shared resources are Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom cleaned down appropriately in between each child using the equipment. or other learning environment is occupied by The EYFS team will be ensuring that any the same children or young people in one day, items that are used within the unit is either or properly cleaned between cohorts. cleaned thoroughly at the end of each day, Roles and responsibilities identified for each or 'boxed' for a period of at least 72 hours area with cleaning resources, e.g. each class is before re-use. allocated their own cleaning products. • In EYFS, free-flow will often be 'guided' to • The governing board finance committee is ensure that equipment use can be aware of any additional financial commitments. monitored and that this can therefore ensure adequate cleaning. • In EYFS, lunchtime supervisors will all have their own bag of equipment that can be used for the 15 minutes the children will be accessing the playground during lunchtimes. The LTS will then ensure that their equipment is cleaned and ready to be used by another class subsequently. The school playground will be sectioned into 5 spaces which can be used by 'bubbles' across the afternoon, as well as during break times and lunchtimes. The Sports Coach will be available during break times and lunchtimes to support with the cleaning of any equipment that is used. Each section will have a cleaning station set up, and time will be provided at the end of sessions to enable children to help with the cleaning process of any equipment used. Staff at the school are very aware that not all children will be thorough with their cleaning of equipment, and therefore 'bubble' staff will monitor the cleaning of any equipment carefully, and reclean if necessary. There is also a 'cleaning' time allocated in between each session time



	to allow for the 'bubble' clean any equipment the The SBM is maintaining this that will be shared committee as appropriate been sent off to try and spending costs. (The set funding link to the claim COVID-19 spending). On the request of the G	nat has been used. g an ongoing record of with the finance ate. A claim form has I recoup additional chool has received n made to reimburse
	breakdown of the actual linked specifically to CO presented to the Finance next meeting in March of The COVID-19 Catch-Uspending has been contacted accessed via the school accessed via the school of the actual breakdown of the actual linked specifically to CO presented to the Finance next meeting in March of the actual linked specifically to CO presented to the Finance next meeting in March of the Actual linked specifically to CO presented to the Finance next meeting in March of the Actual linked specifically to CO presented to the Finance next meeting in March of the COVID-19 Catch-Uspecifically to CO presented to the Finance next meeting in March of the COVID-19 Catch-Uspecifically to CO presented to the Finance next meeting in March of the COVID-19 Catch-Uspecifically to COVID	OVID will be made and ce Committee at the 2021. Jp Fund overview of mpleted and can be
13. School level resp	ponse for symptomatic or ill pupils or staff members	1 WOOdlo.
Staff, pupils and parents are not aware of the school's procedures (including on selfisolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. the school has been out know who to contact in procedures; these staff themselves aware of the need to be followed with checklist and flowchart the school has been out know who to contact in procedures; these staff themselves aware of the need to be followed with checklist and flowchart the school has been out know who to contact in procedures; these staff themselves aware of the need to be followed with the school has been out know who to contact in procedures; these staff themselves aware of the need to be followed with the school.	shows symptoms in utlined so that staff order to carry out key have made he procedures that the regards following the provided by BCC. In sare being used as work, a sign-in sheet will who has accessed the cing purposes. If ye set up in the EYFS erable children a space adding spending time in



- or confirmed case within the pupil or staffing cohort.
- Staff are aware of the location of the emergency PPE pack.
- Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
- Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines
- Report cases of to the Health Protection Team in Public Health England using the online guidance and <u>checklist</u>.
- Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.
- Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per guidance.
- Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.
- Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/
- Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when

- outline if there have been any incidents whilst travelling to the space that may impact on the penetrating of another 'bubble'.
- Where there has been a case of a positive test in bubble, the parents/carers have been contacted before their child had attended school to inform them of the need to selfisolate. (This has continued with the most recent positive tests).
- For the 2 cases that have required self-isolation of a pupil, the staff involved have completed the isolation process in the specified room very accurately, according to the training shared at the start of the academic year. (A further 4 incidents have taken place whereby isolation in the allocated room has been required. On each occasion, the staff have maintained the correct procedures as outlined; once used, the room has been cleaned and 'fogged' prior to reuse).
- An alternative room has been identified as the 'Isolation Room' from Spring Term onwards. This room is rarely used, and staff have been made clear of the expectations of clearing out from the room should a potentially infectious case be in school and in need of the Isolation Room.
- RM spoke with a member of the Healthcare team dealing with RIDDOR and discussed cases that have been reported to the LA to see whether there was a case linked to RIDDOR.
- -RM held a staff briefing with all staff regarding LFD testing. Those staff who have agreed to participate in taking regular LFD testing know



	and how to report exposure to coronavirus or diagnosis of COVID 19, in the workplace under RIDDOR. • For maintained schools where the council 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's 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 st you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDO reports and how coronavirus is reported (for	colleagues of positive test results should this occur.	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	Y assessed to ensure social distancing and	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	DIUM =4

Risk Assessment Tool (V1) - March 2021 Full Opening

14. Plan for personal	 Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. 	time; staff are aware of how this will be used should the need arise. • Where there has been a case of a positive test in bubble, the parents/carers have been contacted before their child had attended school to inform them of the need to self-isolate. (This has continued with the most recent positive tests). • For the 2 cases that have required self-isolation of a pupil, the staff involved have completed the isolation process in the specified room very accurately, according to the training shared at the start of the academic year. (A further 4 incidents have taken place whereby isolation in the allocated room has been required. On each occasion, the staff have maintained the correct procedures as outlined; once used, the room has been cleaned and 'fogged' prior to reuse). • In order to maximise space in the school, and due to the limited number of symptomatic cases in school over time, the Isolation Room has been changed; staff have been made aware of the new organisation. • Since lockdown, there has been one case of a symptomatic child in school; the correct isolation procedures were carried out.
Description of DDE		V
Provision of PPE for staff where required is not in line with government guidelines		Based upon Government guidelines, staff and pupils have been told that they cannot wear a mask when at school. Individual requests made by staff or pupils to wear masks will be taken into consideration with advice sought if necessary. It may be likely to have contact 2x2=4 LOW and the low interpretation with advice sought if necessary. It may be likely to have contact

young person or student becomes ill with
coronavirus (COVID-19) symptoms when a
distance of 2 metres cannot be maintained or
when performing aerosol generating
procedures (AGPs).

- Sufficient PPE has been procured through normal stockist.
- PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist.
- Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.
- Staff are reminded that wearing of gloves is not a substitute for good handwashing.
- Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others.
- Seek LA support for emergency PPE stock.
- Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance.

- with the individual person's medical expert in order to gather relevant information pertaining to their request.
- Staff have now been given the option of wearing visors around school. They have been advised to wear visors if they are working within the EYFS unit or 1 to1 across the school.
- Staff Briefing led 28/09/20 explained how, when teaching from 2 metres + away, the need for visors is not necessary, but when working in close proximity to a child, the visor should be worn.
- The school has received 2 sets of additional PPE from the LA. The school is in a strong position in terms of having an adequate amount of PPE available, with plenty in stock to replenish as and when required.



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	 Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios. Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained performing aerosol generating procedures (AGPs). 		
There is no agreed approach to any scheduled or ongoing building works therefore contractors onsite whilst school is in operation may pose a risk to social distancing and infection control	 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 	 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. Wherever possible, contractors completing work on site have been requested to only access the school site before or after the children have been in school. They have to sign in and out using the Inventory system so that they can be 'Track & Traced' if necessary. 	1x2=2 LOW



		 Maintained. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. Premises governing board committee is aware of planned works and associated risk assessments. Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building. 		School requests copies of Risk Assessments carried out by the contractor company so that we are aware of the guidance that has been provided by the company for the contractor to follow. -The SBM & Site Manager will ensure that all contractors entering the school site, and their workers, are symptom-free.	
Fire procedures are not appropriate to cover new arrangements	2x3=6 MEDIUM	Fire procedures have been reviewed and revised where required, due to: Changes to numbers of pupils/staff Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures.	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. All EYFS staff have been trained as Fire Marshals for one area of the school due to staff absences. A practice 'run' was completed to ensure accuracy of actions carried out by these staff members. Two fire drills have been completed successfully HT & DHT are in liaison with WHN with 	2x2=4 LOW



		 Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 		regards ensuring both settings can follow COVID-19 Government guidelines should there be a fire drill, or a need to evacuate both setting at the same time Procedures need to be considered if there is an actual evacuation in the school and in the attached Washwood Heath Nursery at the same time, as their muster points are in the school playground, which may be problematic. -RM has outlined a plan that allows both Sladefield and WHN to evacuate into Sladefield's playground at the same time, should this be necessary. An outline of the procedures has been shared with staff and SLT @ WHN. -A fire drill will take place during SP2The SBM will be Fire Marshal trained	
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	externally, so that they can carry out procedures in line with expectations. 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. All EYFS staff have been trained as Fire Marshals for one area of the school due to staff absences. A practice 'run' was completed to ensure accuracy of actions 	2x3=6 MEDIUM 2x2=4 LOW 28/09/20



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. Legionella Risk Assessment up to date. Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away 	Yes	carried out by these staff members. The new SBM has been trained so that she can take on the responsibility of being the overseeing Fire Marshal should the HT not be in the school. No interruption in maintenance checks so all checks are currently up to date. Should the Site Manager be absent, the HT will open and close the school and ensure 'fogging' continues to be completed. A Cleaning Supervisor would be available to increase their hours in order to ensure site safety and cleanliness regime in the case of their absence. Following an intensive audit completed on behalf of the DfE, the school is in the process of ensuring that all relevant checks are being maintained to the expected standard. The audit indicated that there were no concerns with regards current
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x2=6 MEDIUM	 LA support is in place. Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. 	Yes	 standards and timings. 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. A 2nd claim has been made Dec 2020. The school has since been in receipt of some funding based upon reimbursement claim; this will be used to cover some of the costs of additional measures Due to the school's previously healthy budget, the school will not currently be put into financial difficulty, but it is likely

26/02/2021

 NS/NC are aware of financial support available to support sustainability to prevent us to carry out desirable works as outlined in the SDP.

- On the request of the GB, a comprehensive breakdown of the actual additional spending linked specifically to COVID will be made and presented to the Finance Committee at the next meeting in March 2021.
- The COVID-19 Catch-Up Fund overview of spending has been completed and can be accessed via the school website.
- -The SBM has been working with external support (Claire Snow) in order to produce an up-to-date 3-year forecast to include relevant spending linked to COVID-19. This will be shared with Governors during meeting held in March '21.

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

Considerations

- Nationally the <u>ONS analysis</u> has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease.
- There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from



younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

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

Measures have
not been put in
place to protect
staff and pupils
with underlying
health issues,
BAME staff

4x4=16 VERY HIGH

- An equality impact assessment is undertaken for the school's staff and pupils.
- All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported.
- Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.
- Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.
- Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.
- All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following quidance.
- Seek advice from Occupational Health Service if required.

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 selfisolating 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
- When asked, no staff who were previously self-isolating indicated that they felt that they required an additional Risk Assessment to be carried out to cater for their own specific needs.
- There are currently no clinically extremely vulnerable staff members working at the school. This is still the

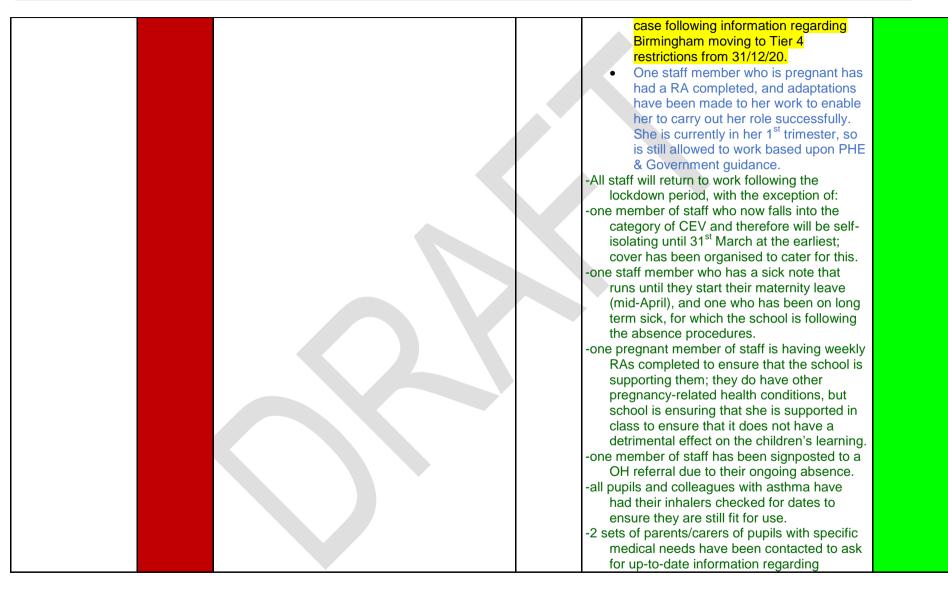
2x3=6 MEDIUM

2x2=4 LOW 28/09/20

> 1x2=2 LOW 16/11/20

2x2=4 LOW 01/03/21







those from BAME	4x4=16 VERY HIGH	 No. of BAME staff = 15 No. of BAME staff assessed as clinically extremely vulnerable and requiring to remain at home = 1 	Yes	- th	nether the child should be shielding or not response is that they do not need to, but e school may continue to offer a part-time vel of provision as a precaution. The school has bought into the service of Malachi. As part of this provision, the following have been organised to help enhance staff wellbeing:	2x2=4 LOW
school due to the media coverage on deaths related to coronavirus and the new variants		 No. of BAME staff able to return but requiring additional support = 2 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. Discuss published risk assessments with staff. 		-	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 1 staff member is currently absent from work with anxiety possibly linked to some extent to their concerns regarding COVID-19 NC will lead a staff Wellbeing session during the INSET Day 04/01/21. 1 staff member has indicated their preference to work remotely due to the fact that their parent is clinically extremely vulnerable, which has been considered. 1 pregnant member of staff is working within a Risk Assessment, and will begin working	



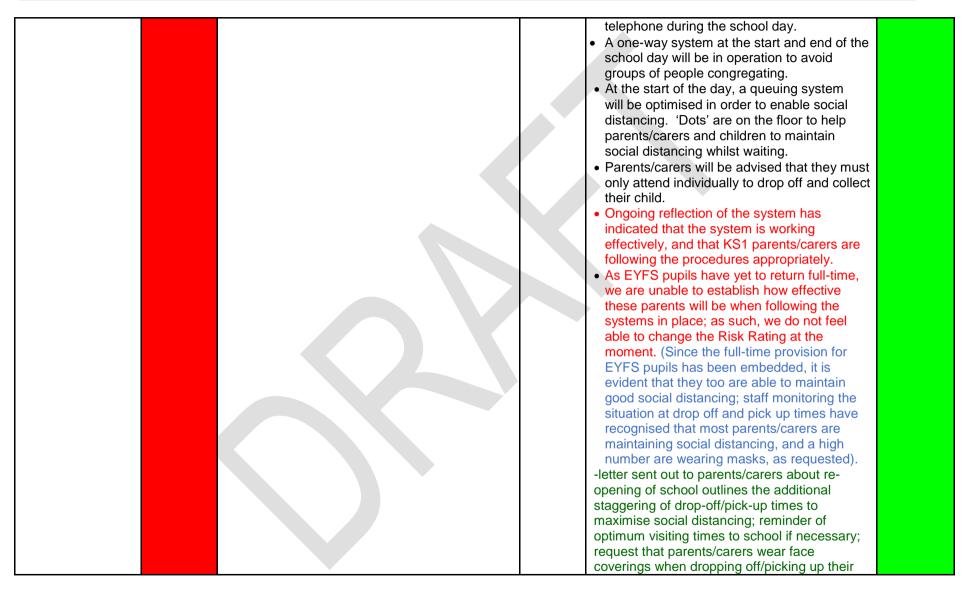
Parents, 4x4=16	a No of PAME public = 240	Yes	from home at 28 weeks, from after February Half Term. • Staff have been signposted to various wellbeing support avenues that can be accessed online. -All staff will return to work following the lockdown period, with the exception of: -one member of staff who now falls into the category of CEV and therefore will be self-isolating until 31 st March at the earliest; cover has been organised to cater for thisone staff member who has a sick note that runs until they start their maternity leave (mid-April), and one who has been on long term sick, for which the school is following the absence proceduresone pregnant member of staff is having weekly RAs completed to ensure that the school is supporting them; they do have other pregnancy-related health conditions, but school is ensuring that she is supported in class to ensure that it does not have a detrimental effect on the children's learningone member of staff has been signposted to a OH referral due to their ongoing absencestaff have been signposted, and allocated INSET time to complete, training linked to personal wellbeing via place2bestaff briefing regarding re-opening of school from 08/03, including the updated RA, has been provided to staff by RM.	2x2=4
particularly those from BAME heritage, are reluctant to send	 No of BAME pupils = 340 No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home = 0 No of BAME pupils able to return but requiring 	162	held meetings with parents/carers of children with low attendance. 4 cases were highlighted as being linked to anxieties/caution because of COVID-	2x1=2 LOW

their children to	additional support = 3	19 Folk	owing discussion, and an	16/11/20
school due to the	There are enough numbers of trained staff		s to the procedures being put	
media coverage	available to support pupils and parents with		e to minimise the risk of	
on deaths linked	these anxieties.		, the parents/carers appeared	
to coronavirus	There is access to designated staff for all pupils		ed, and we have seen an	
and the new	and parents who wish to talk to someone about		in attendance of these pupils.	
variants	their wellbeing and anxieties about attending		as very low attendance due to	
	school. Discuss any concerns with parents and		al condition that has led to	
	provide reassurance on the measures you are		usceptibility to infections. They	
	putting in place to reduce any risks.		ently on a reduced timetable	
	Remind parents that pupils of compulsory		e await support and guidance	
	school age must be in school unless a statutory		School Nurse Team.	
	reason applies.	• Following	g attendance monitoring that	
	School arrangements demonstrating social		ce Dec2020, there is still only 1	
	distancing measures and behaviours are	child who	ose attendance has been	
	shared with parents and pupils.	affected	due to anxieties linked to	
	Resources/websites to support parent and pupil	COVID-1	<mark>19.</mark>	
	anxiety are provided.	 One child 	d has recently had an	
	Signpost parent/carers to published risk	operation operation	n which would mean that his	
	assessment.		system would be compromised	
			ght COVID-19; he is accessing	
			earning currently, and will be	
			ugh to return to school	
			ool's Learning Mentor is being	
			ed towards families who have	
			d that they have anxieties about	
			and she is making more regular	
		contact	with them, providing them with	
			d tips, as well as signposting	
			resources/websites.	
			ool has provided families with	
			websites and resources to be	
			cluding an anxiety video	
			d by Pastoral Staff from ld & Thornton, alongside Anna	
			nt from BEP.	
	▼	Datemer	IL HUIH BEP.	



			I	stoff have been advised to refer any families	
				-staff have been advised to refer any families showing anxiety towards sending children to	
				school due to COVID-19 to the school's	
				Learning Mentor, who has received anxiety-	
				related training; other DSLs with similar training	
				are also available to support	
				-letter sent out to parents/carers regarding re-	
				opening make reference to the importance of	
				their child attending school again post-	
				lockdown, as well as the importance of social	
				distancing, especially when children are being	
				dropped off/picked up.	
				-staff have been signposted to online training	
				linked to anxiety and wellbeing via place2be	
				-the school's website has a designated page	
				specifically providing advice and signposting	
				towards mental health and wellbeing	
				-parents/carers have been signposted to the	
				most up-to-date RA.	
Parents do not	3x4=12	Visitors (including parents/carers) to the	Yes	Start and departure times are staggered into	2x3=6
follow advice on	HIGH	school may be restricted to one area, and if		3 timeslots, with a 10-minute interval	MEDIUM
social distancing		possible, requested to not attend site unless		between groups of children entering and	0.0
when visiting the school		for an allocated appointment.		exiting.	2x2=4 LOW
SCHOOL		 Arrangements for visiting the school are communicated to parents/carers. 		Each class will enter and exit from separate	16/11/20
		Expectations around hygiene and social		doors. On entry, the staff allocated to the class will meet the members of their class	10/11/20
		distancing are communicated and			
		reinforced with parents/carers including		and ensure that they clean their hands before entering the school. At the end of the	
		drop-off/pick-up time to reduce gatherings.		day, parents/carers will be positively	
		Raise persistent non-conformity with Local		encouraged to socially distance; SLT	
		Authority. Additional guidance on		members will be available to promote this.	
		enforcement is available.		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	





26/02/2021



17. Working with	other schoo	ol-based provision		child -where possible, contractors and other visitors will be encouraged to operate outside of school times.	
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	4x1=4 LOW	 All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. Reference to an addendum for the BCC Model Safeguarding Policy. 	Yes	 An addendum has been added to the Behaviour Policy that caters for the current COVID-19 scenario, which has been shared with staff and parents; this will also be shared with children when they return. The Chair of Governors will be asked to ratify any changes to policies made as part of 'Chairs Actions'. 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. The school has adopted the supplementary appendix linked to the school's Health & Safety Policy, agreed by the Chair of Governors as a Chair's Action. The school has ensured that all relevant policies are up-to-date and have been made available on the school website, with references to COVID-19 where relevant. the school has updated it Fire Safety Policy prior to an audit carried out on behalf of the DfE; governors have been provided with information with regards the outcome of the audit and recommendations. 	2x1=2 LOW



Risks are not comprehensively assessed in every area of the school **Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: **Different areas of the school including any Early Years and Resource Base provision **During movement around school **During break and lunch times **Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used **Risk assessments are updated or undertaken before the school reopens and mitigation **Conversations with EYFS staff have led to a very distinct '1 class' bubble scenario, meaning that the 2 key workers in that section of the unit will maintain their working space very closely. **EYFS staff are fully aware of how to ensure rotation of used items is maintained when cleaning of items is not an option.** **staff briefing prior to re-opening referred to:** **the importance of staff wearing face covering when moving around school, and when they may not be able to maintain a social distance from other adults **how staggered start and end times have been adapted to maximise the opportunity to enable social distancing** **the importance of prioritising core subjects**	· · · · · · · · · · · · · · · · · · ·
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18. Home to School Transport

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

Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.



- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

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

Consideration whilst using public transport	2x2=4 LOW	 School should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19). 	Yes	-to the school's knowledge, only 2 children travels to school using public transport, and 2 families utilise taxi provision; they have been advised as to ensuring safety measures whilst travelling in this way.	1x1=1 LOW
Pick up and drop off times	4x4=16 VERY HIGH	 Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop 		 2 entrances have been established to minimise 'bottle-neck' situation. A 3rd entrance is now in place for the Reception parents. 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, 	2x3=6 MEDIUM 2x2=4 LOW 28/09/20 2x1=2



off	and	col	lection	times.
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- Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.
- Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours.
- Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions 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</u> <u>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.

parents/carers will be asked to take the mask away with them and return with it at the end of the school day.

- Parents/Carers are adhering to drop-off and pick-up times well, and there are very few instances where parents/carers are late to drop their child off. Systems are in place to ensure that parents/carers can continue on their way if late, with children staying with staff members marshalling a gate.
- Parents/Carers have got very used to their starting/ending times, and there are far fewer examples of parents/carers queuing for lengthy periods of time to drop off/pick up their child. When queuing is evident, parents/carers generally maintain social distancing affectively.
- During lockdown, due to the small numbers of children attending school, the school is only utilising 2 entrances, one for EYFS pupils, one for KS1 pupils. There is no issue with social distancing, the one-way system is still in place and being followed.
- -Changes to the staggered start and end times have been made to ensure that only 2 classes are entering/exiting at the same time to reduce 'bottle neck' at gate on Bamville Road where all families exit. This information was shared with staff during briefing completed prior to reopening.

LOW 01/03/21



Children arriving late as a result of journey to school	3x3=9 HIGH	 Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers Ensure that transport arrangements cater for any changes to start and finish times. Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. 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 	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 reintroduced in October 2020 to reinforce expectations to minimise the use of car travel Parents/Carers are adhering to drop-off and pick-up times well, and there are very few instances where parents/carers are late to drop their child off. Systems are in place to ensure that parents/carers can continue on their way if late, with children staying with staff members marshalling a gate.	2x1=2 LOW
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19. Contingency planning for	pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.	
No plan in place if an outbreak or lockdown should occur	 School Business Continuity Plan has been updated. Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. Staff have been fully briefed on action planning for local/bubble lockdown or outbreak. Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). Preparation for learning continuity in the event of local or bubble lockdown Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable. Remote learning packages ready to offer where there is an outbreak as part of business continuity. Consideration of 	Yes • 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. • The school is working on a plan that will utilise Class Dojo and Zoom as formats for Blended Leaning. • A letter has been sent out to outline the school's preferred option, requesting details for online use. • Staff are in the process of formalising their plan in each Year Group. • Due to the lack of formal organisation, and



