**Birmingham City Council's Risk Assessment Template**

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**Introduction**

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

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

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

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs.
The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

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

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

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

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

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

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

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

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

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

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

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

| Issue/Area to be addressed (Potential Hazard) | Current Control Measures Good Practice Control Measures Adopted | In place (Yes/No) | Further action/ Comments | Final Risk Rating |
|---|---|---|---|---|
| **Example:** **Slips, trips and falls** *There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.* | • *Cleaning regime in place.* <br> • *Correct safe substance used for surfaces.* <br> • *Signage available.* <br> • *Cleaners have received training.* <br> • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* <br> • *Undertake specific risk assessment on snow and ice.* <br> • *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**<br><br>As new guidance is produced weekly, please refer to **www.gov.uk** for updates<br>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<br><br>**Early Years and Childcare:** https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures<br><br>**Special Schools:** https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings<br><br>**Out of School settings:** https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak<br><br>**Testing in primary and nursery schools:** https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools<br><br>**Safe working in education and childcare:** https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care<br><br>**Compilation of all guidance notes for schools:** https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings<br><br>**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<br><br>**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<br><br>**Ofsted guidance and update:** https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update<br><br>**Providing meals to pupils:** https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools |

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

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

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|---|---|---|
| 1 | Original | 26/02/2021 |
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| Area of concern to be addressed | Current risk rating | Control measures<br>Good Practice Control Measures Adopted | In place? (Yes/No) | Further action/ Comments | Final risk rating |
|---|---|---|---|---|---|
| **1. Identify numbers of pupils returning and staffing resource** | | | | | |
| **Lack of certainty over returning numbers** | | <ul><li>Planning for full attendance of all year groups and complete the daily DfE attendance return.</li><li>Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting.</li><li>Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent).</li><li>Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. 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.</li><li>Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li><li>Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable.</li><li>Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required.</li><li>Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in</li></ul> | Yes | Records kept of all staff and pupils who need to self-isolate or wait for test results. | 1x1=1 LOW |

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| | | • Section 8 of the guidance for special schools.<br>• Preparedness to implement Test and Trace as set out the latest guidance. | | | |
| **Number of staff available is lower than that required to teach classes in school** *(cross reference with risk assessment on staff health and wellbeing)* | | • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1$^{st}$ Aid (for under 2-year olds)/ 1$^{st}$ Aider or emergency 1$^{st}$ aid for children 3-5 years, domestic/kitchen staff etc.<br>• CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed).<br>• Those living with someone who is CEV can still attend work where home working is not possible.<br>• Full use is made of those staff who are isolating but who are well enough to teach lessons remotely.<br>• Consideration of staffing changes to cover absence.<br>• 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.<br>• A blended model of home learning and attendance at school is utilised until staffing levels improve.<br>• 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.<br>• Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers 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. | Yes | Remote learning platform has been put in place.<br>A form is completed daily outlining which staff are self-isolating, awaiting test results or who have tested positive for Covid 19.<br><br>Staff have been requested to carry out testing at home twice weekly, and are reporting results to school and gov.uk | 2x2=4 LOW |

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| | | • Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible.<br>• '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.<br>• 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.<br>• 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.<br>• Home testing for school staff is communicated in line with the latest guidance. | | | |
| **Resource base provision within mainstream setting** | | • All pupils risk assessed and discussed at panel<br>• On site and remote learning arrangements in place for each pupil<br>• Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary.<br><br>Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the | Yes | Specialised provision for identified children. Risk assessments in place. | 1x1=1 LOW |

| | | | Yes/No | | Risk |
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| | | home, or virtual support by means of video or telephone calls, or via email. | | | |
| **Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils** | | • Review in-year school admissions expectation with key admission staff.<br>• Ensure key school contact and related resources in place.<br>• Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.<br>• Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. | Yes | Several new pupils have been admitted to school already. | 1x1=1 LOW |
| **2. Plan how the whole school will be accommodated and encourage attendance** | | | | | |
| **Measures are not in place to accommodate mandatory attendance** | | • Reduced contact between bubbles/groups continues to be reinforced<br>• 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.<br>• Removing unnecessary furniture out of the classroom to make more space.<br>• Use of unused classrooms.<br>• Engagement of appropriate services for families not engaging<br>• Curriculum leads in school meet regularly to review impact of plan. | Yes | Reception will not be able to sit forward facing initially. Regular breaks, teacher sitting side on within 2 metre spacing will help to keep safe. | 1x1=1 LOW |
| **Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance** | | • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils.<br>• In schools' groups or bubbles should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.<br>• Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed.<br>Hand washing facilities identified for each learning zone | *Yes* | Signage in place around school.<br><br>Break & lunch times staggered.<br><br>Regular handwashing timetabled in for each class. | 1x1=1 LOW |

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| | • Ventilation is increased while spaces are unoccupied e.g. break times.<br>• 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.<br>• 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.<br>• In EYFS handwashing supervision is in place. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups.<br>• Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break.<br>• Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.<br>• Participation in the Tes.. | Remote learning platform has been put in place.<br><br>Risk assessments reviewed fortnightly. | |

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| **There is a need to review group participation and use of large spaces to allow for the school to be fully operational** | | • Encourage use of outdoor space, weather dependent.<br>• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.<br>• 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.<br>• Design layout and arrangements in place to enable social distancing<br>• The EYFS environment is re-organised to meet requirements of social distancing<br>• Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting.<br>• 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 | Yes | Break out areas for each class have been arranged for catch up/intervention sessions. Flu immunisations have been arranged and will be held in the KS2 Hall. Assemblies are being held via Zoom. PE Curriculum prioritises the Summer units, which are based | <mark>1x1=1</mark><br><mark>LOW</mark> | |

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| | | hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed.<br>• 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. | | outside.<br>No external sports providers are entering school. | |
| **3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils** | | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school** | | • As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools.<br>• COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available.<br>• Parent and pupil information reflect changes to usual school policy and expected behaviours.<br>• Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance.<br>• Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods.<br>• For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.<br>• Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion<br>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19<br>• Bring any support requests to weekly LA SEND Panel<br>• Requests for support for vulnerable families sent through Early Help Hubs<br>• LA support for individual or complex cases | Yes | Regular updates are put onto the school website. Individual communication happens over the phone and during pick-up & drop off times.<br>Home school agreements have been given out to be signed – SLT are chasing up those families who have not completed them. | 1x1=1<br>LOW |
| **Parents and carers may not fully understand their responsibilities should** | | • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and | Yes | Regular updates are put onto the | 1x1=1 |

| a child show symptoms of COVID-19 | | • verbally. Community languages are considered.<br>• Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy<br>• Ensure contact details of families are up to date. | | school website. Individual communication happens over the phone.<br>Medical room is used for pupils displaying symptoms.<br>Staff have been updated on the procedure if a child develops symptoms during school hours. A new letter revising parental expectations sent out at start of March. | LOW |
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| **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** | | • Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual.<br>• Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family<br>• Brokerage of access to Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents.<br>• Family Connect support explored if required. | Yes | | 1x1=1 LOW |

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| The School day | | | | | |
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| **The start and end of the school day create risks of breaching social distancing guidelines** | | • Consider stagger to start and end of day.<br>• Break and lunchtimes are also considered to maximise teaching time.<br>• The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.<br>• Different entrances/exits are identified and used for different groups.<br>• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.<br>• 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<br>• Floor markings are visible where it is necessary to manage any queuing.<br>• 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.<br>• DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). | Yes | Staggered start and finish times.<br>Clear signs in the playground.<br>Clear marking on ground for distanced queuing, and direction of movement.<br>One way system in place in and out of the school gates.<br>Sufficient numbers of staff to support and advise parents.<br>DSL's & LM out of class to support, make contact, have conversations with other professionals etc.. | 1x1=1 LOW |

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| **4. Daily attendance registers for new cohorts are not in place** | | • Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners).<br>• Designate staff responsibility for completion of DfE daily submission.<br>• Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload.<br>• Review <u>separate guidance</u> on recording attendance.<br>• <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u>. | Yes | | 1x1=1 LOW |
| **Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19** | | • Key messages are regularly reinforced in line with government guidance. Community languages are considered.<br>• 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 <u>flowchart from Public Health</u><br>• Ensure contact details of families are up to date. | Yes | Staff have been updated on the procedure if a child develops symptoms during school hours. | 1x1=1 LOW |
| **Resumption of day visits** | | • DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service. | | | |
| **5. Provision for meals and FSM** | | | | | |
| **Pupils eligible for free school meals do not continue to receive vouchers** | | • Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>.<br>• 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.<br>• FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. | Yes | Voucher scheme finished. School now providing meals for FSM and UFSM | 1x1=1 LOW |

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| **The school is unable to provide breakfast clubs, lunch clubs and after-school clubs** | | • Feasibility to continue or reimplement wrap-around provision<br>• Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely necessary.<br>• Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups.<br>• Offer services on rotational basis.<br>• Consideration of use of space for food preparation and consumption.<br>• Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing.<br>• Collaborate with other schools where there are arrangements in place.<br>• Seek support from LA and other voluntary agencies. | Yes | Breakfast club has begun again as normal, with pupils kept in their year group bubbles. | 1x1=1 LOW |

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| **Meals are not available for all children in school** | | • Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food.<br>• Communication with catering provider to consider options.<br>• Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.<br>• Safe food preparation space, taking account of social distancing.<br>• Usual considerations in place for dietary requirements. | Yes | | 1x1=1 LOW |
| **6.   Safeguarding provision to support returning children and increased referrals**<br>**Consider alongside online offer guidance:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 | | | | | |
| **School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19** | | • Safeguarding remains highest priority and policy is updated to reflect changes<br>• All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable.<br>• All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)<br>• 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<br>• Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency<br>Reference to an addendum for the BCC Model Safeguarding Policy to be used. | Yes | Safeguarding policy up to date. Safeguarding training took place on 01.09.20 Critical Incident & Fire Safety Policies have been updated. | 1x4=4 LOW |
| **High risk of increased disclosures from returning pupils** | | • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils<br>• Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. | Yes | Learning mentor will be on hand to discuss concerns or disclosures. | 1x1=1 LOW |

|  |  | <ul><li>Multi-agency arrangements in place to support early help</li><li>School is aware of support through Early Help Hubs</li><li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li></ul> |  |  |  |  |
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| **Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school** |  | <ul><li>Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school.</li><li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing.  This is differentiated for pupils attending school and those still at home.</li><li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.</li></ul> | Yes | Signposting is available for staff to help support well-being of children #Youvebeenmissed shared with staff, as have other mental health resources. First week back dedicated to mental health activities. | 1x3=3 LOW |  |
| **Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting** |  |  |  |  |  |  |
| **Pupils' behaviour on return to school does not comply with social distancing guidance** |  | <ul><li>Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li><li>Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice.</li><li>Staff model social distancing consistently.</li><li>The movement of pupils around the school is minimised.</li><li>Break times and lunch times are structured and closely supervised. Large gatherings are avoided.</li></ul> | Yes | Staff will be briefed and reminded of importance to keep talking about social distancing on training day Behaviour addendum has been added to policy. Behaviour Levels and policy has been updated. | 2x6=6 MED |  |

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| | | • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so.<br>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.<br>• Messages to parents to reinforce the importance of and exhibit social distancing. | | | |
| **7. Curriculum priorities including any approaches to 'catch up' support** | | | | | |
| **Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened** | | • 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.<br>• 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.<br>• Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.<br>• 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.<br>• For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials<br>• Up to and including Key Stage 3, prioritisation within subjects of the most important components above removing subjects e.g. | Yes | Teachers identify priority areas of learning. | 2x4=8 HIGH |

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| | | <ul><li>consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</li><li>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021.</li><li>Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the <u>Education Endowment Foundation</u>.</li><li>Exam syllabi are covered and revised where appropriate.</li><li>Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning.</li><li>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school.</li><li>Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble.</li></ul> | | | |
| **School unable to meet full provision required in line with EHCP** | | <ul><li>Supporting the delivery of each EHC plan.</li><li>Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis.</li><li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li><li>Access support through health and social care offer.</li><li>Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service.</li></ul> | Yes | SENDCO communicating regularly as appropriate. | 1x1=1 LOW |

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| **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** | | • Access <u>BEP offer</u> for online resources.<br>• Review online offer for pupils that are unable to attend school.<br>• Learning offer for pupils unable to access online resources.<br>• Access Early Help Hub support for those pupils affected by ICT poverty.<br>• Differentiate offer for eligible children that can't attend school to support future transition.<br>• Staff deployment including support workers, trainees and volunteers.<br>• Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. | Yes | Tiers of blended learning and remote education shared with staff and in place. | 1x1=1 <mark>LOW</mark> | |
| **Pupils moving on to the next phase in their education are ill-prepared for transition** | | • 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.<br>• 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.<br>• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.<br>• Virtual tours of the school are available for parents and pupils.<br>• Online induction days for pupils and parents are planned. | Yes | New families aware of school news channels. EYFS lead conducted virtual meetings where parents required them.<br><br>SENCO liaising with secondary school for transition for more vulnerable pupils. Year 6 teacher sending reports to secondary schools where requested. | 1x1=1 <mark>LOW</mark> | |

| Content and timing of staff communications | | | | | |
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| **Staffing levels can't be maintained** | | • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff.<br>• Advice sought from LA to support staffing levels or support eligible children to access provision through another school.<br>• Chair of responsible body kept informed throughout.<br>• 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.<br>• Staff deployment including support workers, trainees and volunteers.<br>• Setting up arrangements with local schools or schools within MAT.<br>• Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. | Yes | The same ratios apply in the teaching groups. A form is completed daily outlining which staff are self-isolating, awaiting test results or who have tested positive for Covid 19.<br><br>Contingency allows for release of senior teacher (by Supply) in the case of SLT shortage. | 3x2=6 MED |
| **Identify staff unable to return to school** | | • 0 staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls.<br>• Provide ongoing support for staff including wellbeing and mental health support for maintained schools. | **Yes** | | 1x1=1 LOW |
| **Staff are insufficiently briefed on expectations** | | • Staff receive daily/weekly briefings on day to day school matters.<br>• Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders.<br>• Flexible working patterns and arrangements if appropriate<br>• Staff workload expectations are clearly communicated. | Yes | | 1x1=1 LOW |

| | | • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school.<br>• Staff have been fully briefed on the action planning for local/bubble lockdown. | | | |
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| **Protective measures and hygiene** | | | | | |
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| **Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times** | | • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues<br>• Circulation plans have been reviewed and amended.<br>• One-way systems are in operation where feasible.<br>• Corridors are divided where feasible.<br>• Circulation routes are clearly marked with appropriate signage.<br>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points<br>• The movement of pupils around school is minimised as much as possible.<br>• Where possible, pupils stay in classrooms and staff move around.<br>• Lesson change overs are staggered to avoid overcrowding.<br>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.<br>• Appropriate supervision levels are in place.<br>• Agree how safety measures and messages will be implemented and displayed around school.<br>• Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe.<br>• 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 | **Yes** | | 1x1=1 LOW |

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| | | regularly. | | | |
| **The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures** | | • Classroom base arrangements in place.<br>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance<br>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.<br>• All soft furnishings/toys have been removed in EY environment<br>• Resources are arranged to be used within bubbles to limit the risk of cross contamination.<br>• Arrangements are reviewed regularly.<br>• Reducing clutter and removing difficult to clean items can make cleaning easier. | **Yes** | | 1x1=1 <mark>LOW</mark> |
| **Staff rooms, 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.<br>• Staff have been briefed on the use of these rooms.<br>• Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. | **Yes** | | 1x1=1 <mark>LOW</mark> |
| **Queues for toilets and handwashing risk non-compliance with social distancing measures** | | • Queuing zones for toilets and hand washing have been established and are monitored.<br>• Floor markings are in place to promote social distancing.<br>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.<br>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning | **Yes** | | 1x1=1 <mark>LOW</mark> |

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| | | break, lunchtime and at the end of the school day.<br>• Monitoring ensures a constant supply of soap and paper towels.<br>• Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods.<br>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.<br>• Children are encouraged not to touch peers.<br>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.<br>• Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England. | | | |
| **Impact of any new variants of the virus on the day to day running of the school** | | • The new variants of the virus do not require any additional control measure and the current guidance remains unchanged.<br>• Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted.<br>• BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 | **Yes** | | 1x1=1 LOW |
| **Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies** | | | | | |
| **Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required** | | • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.<br>• Enhanced 'deep clean' prior to the wider opening of the school.<br>• 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.<br>• Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently | **Yes** | **Additional cleaner employed. Increased cleaning done throughout day particularly to common touch points etc.** | 1x1=1 LOW |

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| | | • touched surfaces.<br>• More frequent cleaning of rooms / shared areas that are used by different groups.<br>• Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.<br>• Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day.<br>• Outdoor playground equipment should be more frequently cleaned.<br>• Seek LA support to manage insufficient cleaning capacity. | | | |
| **Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school** | | • Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance<br>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact.<br>• Sufficient and suitable equipment is available for the required clean.<br>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment<br>• Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms.<br>• Suitable PPE equipment is available if 2m from the child cannot be maintained. | Yes | | 1x1=1 LOW |
| **Enhanced hygiene practices and arrangements for shared items** | | | | | |
| **Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established** | | • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. | Yes | | 1x1=1 LOW |

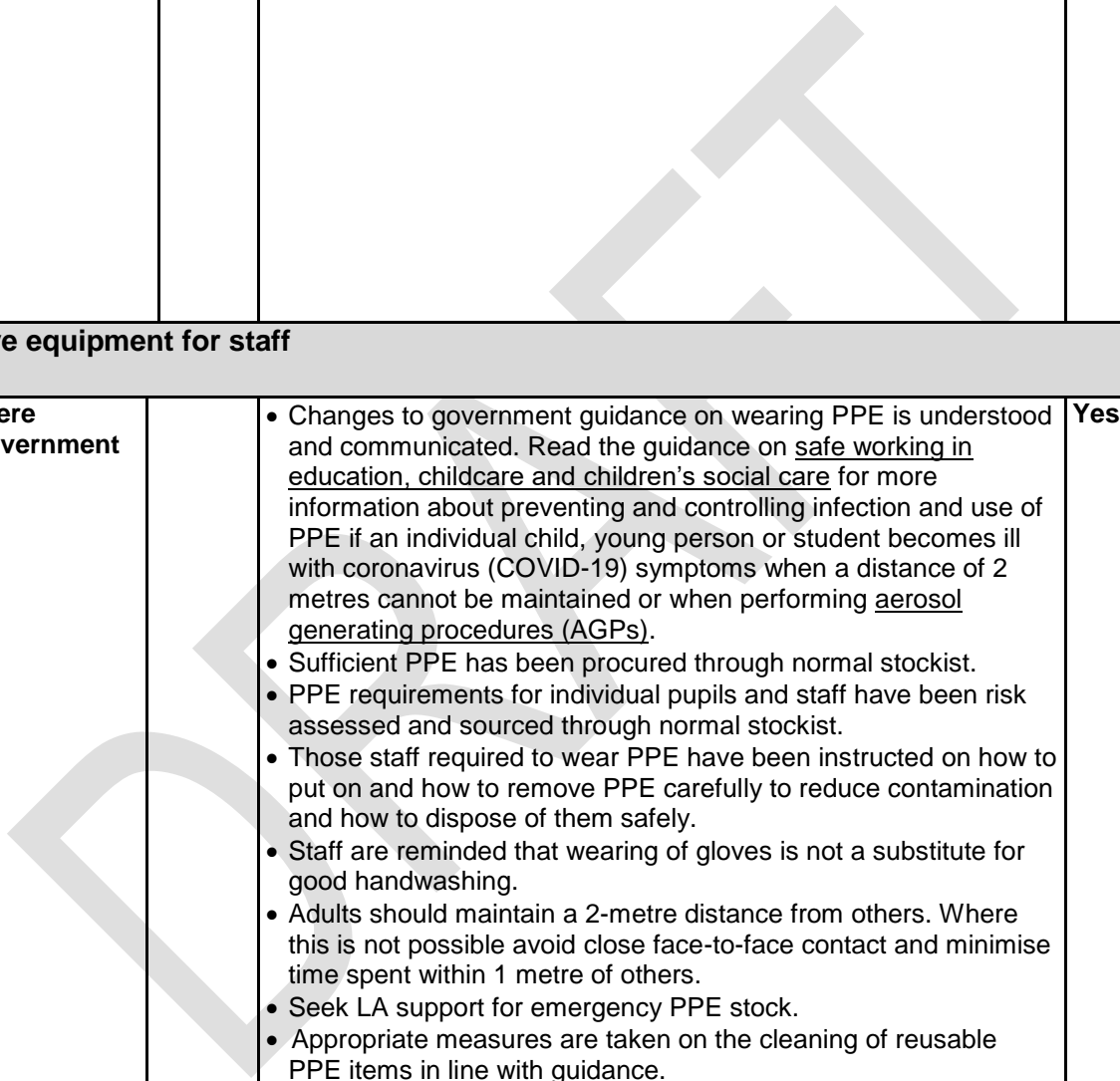| | | | | | |
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| | | • Appropriate measures to supervise effective hand washing of young children are in place.<br>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment.<br>• 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.<br>• Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England.<br>• Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. | | | |
| **Inadequate supplies and resources mean that shared items are not cleaned after each use** | | • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.<br>• Appropriate measures to supervise effective hand washing of young children are in place.<br>• 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.<br>• 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.<br>• Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England.<br>• Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. | **Yes** | | 1x1=1 LOW |

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| **School level response for symptomatic or ill pupils or staff members** | | | | | |
| **Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school** | | • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.<br>• 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.<br>• This guidance has been explained to staff and pupils as part of the induction process.<br>• Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs<br>• Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort.<br>• Staff are aware of the location of the emergency PPE pack.<br>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.<br>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines<br>• Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist.<br>• Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.<br>• Staff in primary schools will be supplied with LFD test kits to self- | Yes | West Midlands East HPT out of hours contact- 01384 679031. Each room will contain a basic PPE kit for emergencies | 1x4=4 LOW |

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| | | swab and test themselves twice a week at home as per <u>guidance</u>.<br>• Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/<br>• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.<br>  ○ *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing* schoolsafety@birmingham.gov.uk.<br>  ○ *For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).* | | | |
| **Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place** | | • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised.<br>• For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer.<br>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.<br>• Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.<br>• Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.<br>• Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. | Yes | Medical room would be used for this need. Each classroom will hold a basic PPE supply for emergencies. | 1x1=1 LOW |

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**Plan for personal protective equipment for staff**

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| **Provision of PPE for staff where required is not in line with government guidelines** | | • Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing aerosol generating procedures (AGPs). <br>• Sufficient PPE has been procured through normal stockist. <br>• PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist. <br>• 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. <br>• Staff are reminded that wearing of gloves is not a substitute for good handwashing. <br>• 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. <br>• Seek LA support for emergency PPE stock. <br>• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. | Yes | | 1x1=1 LOW |

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| **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.<br>• Sufficient stock has been ordered using school's usual suppliers<br>• Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place.<br>• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines.<br>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:<br>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained<br>• performing aerosol generating procedures (AGPs). | **Yes** | | 1x1=1 LOW |
| **Managing premises related issues** | | | | | |
| **There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control** | | • 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.<br>• 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.<br>• Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.<br>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. | **Yes** | | 1x1=1 LOW |

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| | | <ul><li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li><li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools.</li><li>Premises governing board committee is aware of planned works and associated risk assessments.</li><li>Where BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building.</li><li></li></ul> | | | |
| **Fire procedures are not appropriate to cover new arrangements** | | <ul><li>Fire procedures have been reviewed and revised where required, due to:<ul><li>Changes to numbers of pupils/staff</li><li>Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</li><li>Social distancing rules during evacuation and at muster points</li><li>Possible need for additional muster point(s) to enable social distancing where possible</li></ul></li><li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li><li>Incident controller and fire marshals have been trained and briefed appropriately.</li><li>Fire drill arranged in line with Covid plan.</li></ul> | Yes | **Staff revision of procedures will take place in spring term.** | 1x1=1 LOW |

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| **Fire evacuation drills - unable to apply social distancing effectively** | | Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required. | Yes | Fire drill will be planned and carried out in the second half term of spring 2021. | 1x1=1 LOW |
| **Fire marshals absent due to self-isolation** | | • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.<br>Staff appropriately trained in fire marshal duties as required. | Yes | Contingency for absence is in place. | 1x1=1 LOW |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** | | • All statutory compliance is up to date.<br>• 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.<br>• Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes.<br>• Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away<br>• LA support is in place. | Yes | Water systems have been maintained during lockdown. | 1x1=1 LOW |
| **The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty** | | • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.<br>• LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.<br>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.<br>• Additional sources of income are under exploration.<br>• The school's projected financial position has been shared with governors and LA or trust. | **Yes** | | 1x1=1 LOW |
| **Impact on staff and pupils with protected characteristics and adapting your approach** | | | | | |

**Considerations**

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

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

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| **Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff** | • An equality impact assessment is undertaken for the school's staff and pupils.<br>• 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.<br>• Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.<br>• 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.<br>• 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 | **Yes** | | 1x1=1 LOW |

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| | | vulnerable.<br>• 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 guidance.<br>• Seek advice from Occupational Health Service if required. | | | | |

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| **Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus and the new variants** | | • No. of BAME staff 3<br>• No. of BAME staff assessed as clinically extremely vulnerable and required to remain at home 0<br>• No. of BAME staff able to return but requiring additional support<br>• Staff are encouraged to focus on their wellbeing. 0<br>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload<br>• Staff briefings and training have included content on wellbeing.<br>• Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school.<br>• Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff. | **Yes** | | 1x1=1 <mark>LOW</mark> |
| **Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus and the new variants** | | • No of BAME pupils<br>• No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home  0<br>• No of BAME pupils able to return but requiring additional support 0<br>• There are enough numbers of trained staff available to support pupils and parents with these anxieties.<br>• There is access to designated staff for all pupils and parents who | **Yes** | | 1x1=1 <mark>LOW</mark> |

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| | | wish to talk to someone about their wellbeing and anxieties about attending school. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.<br>• Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.<br>• School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils.<br>• Resources/websites to support parent and pupil anxiety are provided.<br>• Signpost parent/carers to published risk assessment. | | | |
| **Parents do not follow advice on social distancing when visiting the school** | | • Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment.<br>• Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings.<br>• Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>. | Yes | Parents have now been asked to wear masks on school site (in line with government guidance). | 1x1=1 LOW |
| **Working with other school-based provision** | | | | | |
| **Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances** | | • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.<br>• Staff, pupils, parents and governors have been briefed accordingly.<br>• Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.<br>Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. | **Yes** | | 1x1=1 LOW |

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| **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:<br>  o Different areas of the school including any Early Years and Resource Base provision<br>  o When pupils enter and leave school<br>  o During movement around school<br>  o During break and lunch times<br>  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used | Yes | Risk assessments are checked and modified as required as more children return. (SLT) | 1x1=1 LOW |
| **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.<br>**Keys points include:**<br>• 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.<br>• 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.<br>• 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.<br><br>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** | | • 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. | **Yes** | | 1x1=1 LOW |

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| | | • 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.<br>• 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). | | | | |
| **Pick up and drop off times** | | • 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. | Yes | All parents have been informed and timetables organised | 1x1=1 LOW | |

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| | • Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times.<br>• 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.<br>• Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours.<br>• 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.<br>• Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.<br>• Consideration of emergency school streets measures as identified in the Emergency Birmingham Transport Plan including Car Free School Streets, parking restrictions and reducing speed limits.<br>• 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.<br>• 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.<br>• Additional cleaning of designated school transport. | Staggered start and finish times.<br>Signage around school and in playground.<br>Clear demarcation of playground for socially distanced queuing. | |

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| **Children arriving late as a result of journey to school** | | • 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.<br>• 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<br>• Ensure that transport arrangements cater for any changes to start and finish times.<br>• 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.<br>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.<br>• 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<br>• Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.<br>• Consider using social media messaging to inform the local | | | |

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| | | community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. | | | |

**Contingency planning for local or national lockdown**

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| **No plan in place if an outbreak or lockdown should occur** | | • School Business Continuity Plan has been updated.<br>• Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure).<br>• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.<br>• Staff have been fully briefed on action planning for local/bubble lockdown or outbreak.<br>• Parents are informed of the school's procedures for local/bubble lockdown.  Early years settings and childminders remain open (including wraparound care).<br>• Preparation for learning continuity in the event of local or bubble lockdown<br>    o 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.<br>    o Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND</u>.<br>• Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home<br>• Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate.<br>• Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate. | Yes | Contingency Plan in place. | 1x1=1 LOW |