RISK Assessment Tool in Preparation for September 2020 Return – UPDATED 21.09.2020

Introduction

The government plan is for the full return to school from September 2020. This risk assessment checklist/tool is based on Government guidelines on COVID-19 and is provided to help 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).

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 all relevant stakeholders.

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

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

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

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. This is a model risk assessment based on Government guidelines on COVID-19 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). **Schools should amend according to individual context.**

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.* • *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**

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19 https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools
Governance	As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk There are also useful prompts and guidance in the following document: https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
**Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans**
Lack of certainty over returning numbers	2x1=2 Low	• Planning for full attendance of all year groups • Phased return arrangements in place for year groups / pupils • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace as set out in section 7 the latest guidance.	YES		2x1=2 Low
Unable to assess required staffing resource *(cross reference with risk assessment on staff health and wellbeing)*	2x2=4 Low	Identify numbers and roles of staff required to support return	YES	Staff availability assessed through regular well-being communication with and by line managers	2x2=4 Low
Number of staff available is lower than that required to teach classes in school and operate effective home learning as necessary	3x2=6 Med	• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.	YES	Staff health and well-being assessed through regular communication with and by line managers HLTA's and additional staff available for short term cover needs Procedures in place for home learning where necessary	2x2=4 Low

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		• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Size of Bubbles is increased, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools) • Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	2x1=2 Low	• 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.	YES	Regular admin checks of emails and portals no less than weekly More than one member of admin has access to emails and portal	1x1=1 Low

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		• Ensure speedy admission of children in the relevant year groups. • 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.		Admission requirement/arrangement referred to HT/DH	
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	2x1=2 Low	• Review EEE termly admissions process • Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term • pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	YES	Regular admin checks of emails and portals no less than weekly More than one member of admin has access to emails and portal	1x1=1 Low
Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group	1x2=2 Low	• Full capacity of children and staff can be accommodated in school on any given day with a teacher per class and maintaining year bubbles • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • Maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • Designated classrooms being fully utilised for each year group and reorganised to allow front facing desks	YES	Rooms identified taking account of evacuation routes in the event of a fire/emergency Identified rooms lay out in line with current social distancing considerations for September as at 09.07.2020 Numbers of rooms required and available	1x2=2 Low

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		• Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • Unused classrooms that could be utilised • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2)		assessed against capacity numbers of returning pupils. Rainbow Room to stay as Medical Room.	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	2x2=4 Low	• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.	YES	Outdoor activity where appropriate. Following of full curriculum expectations by Summer 2021 latest All room lay outs in line with current social distancing considerations ready for September 2020 Each classroom to have hand sanitiser and access to hand washing facility Pupils and staff assigned to a class do not mix with other year bubbles. *** staff encouraged to remain 2 metres from each other and from children*	2x2=4 Low

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		• Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual. • In EYFS handwashing supervision is in place. (added in v2) • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3)			
There is a need for review use of space to allow for the school to fully operational	2x2=4 Low	• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. • Design layout and arrangements in place to enable social distancing • The EYFS environment is re-organised to meet requirements of social distancing • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve,	YES	Outdoor activity where appropriate. Available spaces to remain under review Numbers limited and year groups not to mix in line with DfE guidance *Class bubbles implemented 21.09.2020*	2x2=4 Low

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		so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B of the guidance. • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. • Encouraging audiences to events to undertake safety measures and maintain social distancing.			
Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	2x2=4 Low	• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on testing for COVID-19 • NS/NC include arrangements for personal care eg. Nappy changing/feeding/sleep arrangements • Communication translated to meet the school demographic ensuring all parents are effectively informed • Videos in different languages and placed on website.	YES	Timings for starting and ending school day remains under review Reliant on families taking note of requirement Ensuring information is also available in translated form to meet the school demographic will reduce the risk further	2x2=4 Low

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		• Communication with parents maintained via school website, telephone calls and Intouch messaging • Arrangements for school day communicated to parents via Intouch messaging and available on school website • Risk assessment and policy updates available on the school website • Arrangements for drop-off and pick u, break times clarified • EHCP RA discussed with parents			
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2x3=6 Med	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date • Communication with parents maintained via school website, telephone calls and Intouch messaging • Information handbook available online to returning pupils/parents/carers • Communication to be translated to meet the school demographic ensuring all parents effectively informed- video made by staff in home languages and on websites • Children showing symptoms isolated until collected in line with updated health and safety and medical procedures	YES	Reliant on families taking note of requirement Ensuring information is also available in translated form to meet the school demographic will reduce the risk further	2x3=6 Med
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	2x2=4 Low	• Requests for daily changes of clothes where possible to reduce the risk of infection • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk • NS/NC arrangements in place to reduce resources and clean regularly to reduce the risk of infection	YES	Expectations in regard to family risk factors and attendance contained in information handbook Reliant on families taking note of requirement Ensuring information is also available in translated	2x2=4 Low

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		• Consideration given to personal items of children – Soothers, comforters, nappies, personal toys. • Communication with parents maintained via school website, telephone calls and Intouch messaging and translated to meet school demographic • Signposting on school website for health and wellbeing resources for families		form to meet the school demographic will keep risk low	

The school day
This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

Area of concern to be addressed	Current risk rating	Control measures	In place?	Further action/ Comments	Final risk rating
The start and end of the school day create risks of breaching social distancing guidelines	3x2=6 Med	• Start and departure times are staggered. • The number of entrances and exits to be used is maximised. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary in line with government guidance as at 09.07.2020 • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.	YES	Only 1 parent escorting child to school. Expectations communicated in information handbook Signage to remain under review in line with changing numbers and alterations to routes Staff on duty to reinforce message and address breaches Leadership Team walk through and each class to be briefed by member of LT and Class Teachers.	2x2=4 Low

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Daily attendance registers for new cohorts are not in place	1x1=1 Low	• Head/Deputy responsible for completion of daily attendance registers (school and DfE) • Report to responsible body • Main school register fully reintroduced • Regular reporting and monitoring of attendance	YES	Office to submit registers as delegated by Head/Deputy *Check if DfE online educational setting status form to provide daily updates on how many children and staff are in school is still required initially for September*	1x1=1 Low
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2x2=4 Low	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date.	YES	Staff handbook detailing return expectations and procedures Inset information sharing	2x2=4 Low
Resumption of day visits	2x2=4 Low	• In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). • Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. • Use of outdoor spaces in the local area to support delivery of the curriculum. • Usual full and thorough risk assessments in relation to all educational visits.	YES	Utilise Eco Park	2x2=4 Low

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		• Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents.			
Provision for meals and FSM					
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	2x2=4 Low	• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. • Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible. • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies	YES	Breakfast club resumes immediately After school clubs suspended to be reviewed end of October half-term ***Packed lunches only reinstated 21.09.2020*** ***Breakfast club children separated into class bubbles within sports hall***	2x2=4 Low
Meals and drinks are not available for all children in school	2x2=4 Low	• Communication with catering provider to consider options based upon numbers of pupils in school • Procurement plan in place which confirms that suppliers are following recommended social distancing and hygiene measures.	YES	Staffing is viable within kitchen adhering to updated social distancing measures	2x2=4 Low

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		• Safe food preparation space, taking account of government guidance on social distancing • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements • Numbers made known to kitchen in advance as projected numbers attending change • Staffing levels in line with projected numbers and stationed within government guidelines on social distancing for September • Staggered meal times • Reduced menu options offering one hot choice and sandwiches considering those pupils with allergies • Fruit at breaktimes for both KS1 and KS2 to be delivered to classes • Children have named water bottles • Confirmations received from suppliers of their adherence to hygiene and social distancing measures		Keep supplies and suppliers under review in view of possible local lockdowns	
Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	2x2=4 Low	• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school nursing and police (LA has provided contact details) • School 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	YES	Staff briefing take place prior to school re-opening *Fire drills to practise procedures*	2x2=4 Low

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		• 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 • Safeguarding policy reviewed - appendix of changes due to COVID-19 added • Evacuation policy updated			
High risk of increased disclosures from returning pupils	2x3=6 Med	• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Regular contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team	YES	Risk – remain under review	2x3=6 Med
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x2=6 Med	• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. • Online bereavement training carried out • Winstons Wish online training provided to all staff	YES	Signposting staff to services and resources to be maintained Leadership continue support of staff	2x2=4 Low

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		• Use of Myconcern • Bereavement Policy written and directs staff to where support is available from. • PSHE lessons-signposted by PSHE lead. • Mental Health First Aiders identified - LB, CDo, JC, CDe, Ko and SA.			
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	2x3=6 Med	• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing.	YES	Classroom activities include communicating Staff lead by example Separate offices for office staff Staff room restricted Clear routes maintained around school Year groups stay together in bubbles and do not mix Appendix attached to Behaviour Policy to reflect COVID-19	2x3 Med Remains a risk until procedures embedded

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	3x3=9 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 continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps core knowledge, for example through an emphasis on reading. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. • Relationships and health education (RHE) for primary aged pupils and relationships, becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools to address gaps in learning. • Exam syllabi are covered and revised where appropriate.	YES		3x3=9 High Remains a risk until assessment of pupils can be completed and gaps clearly identified

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school •			
School unable to meet full provision required in line with EHCP	2x3=6 Med	• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan • Access support through health and social care offer • Support offered through LA SEND Panel • Liaison with parents for appropriate reintegration	YES		2x3=6 Med Risk remains dependant on complexity
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend	3x2=6 Med	• Access BEP offer for online resources • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition	YES		1x2=2 Low
Pupils moving on to the next phase in their education are ill-prepared for transition	3x2=6 Med	• 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 to assist with pupils' transition.	YES		2x2=4 Low

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		• Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Teachers and SENCO supporting and communicating with phase and class teachers and secondary schools • Online induction days for pupils and parents			
Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	2x2=4 Low	• All staff availability known • Supply agencies utilised as necessary • 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 as appropriate and necessary • Staffing levels remain under review in line with absence management protocols	YES	*Supply not being utilised due to external visitors with positive cases* *Bubbles closed and on-line learning implemented for those bubbles 21.09.2020*	2x2=4 Low
Identify staff unable or reluctant to return to school	2x2=4 Low	• Headteacher aware of staff welfare and health concerns which remain under review • Regular communication with staff • Specific work activities identified for any relevant staff	YES		2x2=4 Low
Staff are insufficiently briefed on expectations	2x2=4 Low	• Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school • 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 • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated	Yes		2x2=4 Low

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school • Staff training days utilised to reinforce expectations			
Protective measures and hygiene **This section should be considered in conjunction with** https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	3x2=6 Med	• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues, use of communal staff areas • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Nursery children are supervised by staff who move around with them. • Class teaching in own rooms in place to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agreed how safety measures and messages will be implemented and displayed around school • Plans reviewed and walk through to identify any potential risk points. • One way systems maintained where possible • Routes remain marked around school.	YES	Pupils directed to classrooms by staff members. Class teachers made aware in briefing that children are not to move around school unless necessary. Children **MUST BE SUPERVISED** when whole class movement is needed. *** staff encouraged to remain 2 metres from each other and from children* ***Class bubbles reinstated 21.09.2020*** ***Packed lunches in class*** ***Breaktimes separated*** ***Playground separated 21.09.2020***	3x2=6 Med Risk remains until procedures embedded

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Entry points for year groups kept as normal.			
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	2x2=4 Low	• Class based arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance of 30 pupils forward facing • All furniture not in use removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly. • Year group bubbles in place	YES	Resources purchased to allocate to each child to eliminate cross contamination. Coats/equipment all stored in classroom. Review to take place at least at the end of each week *** staff encouraged to remain 2 metres from each other and from children*	2x2=4 Low
Staff rooms and offices do not allow for observation of social distancing guidelines	2x2=4 Low	• 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	Staffroom marked out and furniture appropriately spaced. Risk will increase if guidance not followed *** staff encouraged to remain 2 metres from each other and from children*	2x2=4 Low
Queues for toilets and handwashing risk non-compliance with social distancing measures	3x2=6 Med	• Queuing zones for toilets and hand washing have been established and are monitored. • Nursery have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.	Yes	Posters and information displayed. Corridors marked by toilets for queuing system.	2x2=4 Low

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		• Floor markings remain in place to promote social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. • Pupils encouraged not to touch peers • Posters to promote 'catch it, bin it, kill it'		Staff briefing will explain expectations and be communciated to all staff. To keep the risk low a member of staff needs to monitor toilets at breaktimes ==Supplies for handwashing could increase risk – constant monitoring required== *Leadership Team based in the KS1 area.*	
Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	2x3=6 Med	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Cleaning maintained throughout the day • Working hours for cleaning staff are reviewed in agreement with staff as necessary. • Class based TA staff to clean class equipment during the day as necessary and outdoor areas after use • Toilets cleaned at break, lunch and end of the day • Outdoor equipment cleaned regularly	YES	LA to be contacted where staff numbers are insufficient	2x3=6 Med Risk remains

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	2x2=4 Low	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek LA support • PPE equipment available to EY where needed to maintain 2m distance	Yes	*Additional cleaning during the day* *Rooms affected closed off following deep clean*	2x2=4 Low
Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x2=4 Low	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. • Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> 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.	Yes	All classrooms have soap. Regularly checked and refilled by site manager. Supply availability will impact on risk beyond our control.	2x2=4 Low

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Inadequate supplies and resources mean that shared items are not cleaned after each use	2x2=4 Low	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • Prevent the sharing of stationery and other equipment where possible. • Shared materials and surfaces cleaned and disinfected more frequently • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments	YES	Individual stationery provided for pupils on each desk. Equipment and resources limited per classroom. Cleaning of rooms and equipment takes place throughout each day Capacity to clean efficiently dependant on available staff and increasing numbers	2x2=4 Low
School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)					
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	3x2=6 Med	• 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. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public	YES	Government updates shared with all staff. Behaviour Policy/First Aid/Safeguarding all shared with staff. Clear plans in place. Information shared on website.	3x2=6 Med Risk remains in initial stages of return

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case of COVID-19 in the school		Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing* schoolsafety@birmingham.gov.uk*.* *For schools who do not subscribe to the service from the council's safety team and where the council is not the*		Information changing rapidly can impact on getting most up-to-date information shared ***Staff kept informed daily PHE informed as cases arise as confirmed 21.09.2020***	

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		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	2x2=4 Low	• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. • Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings	YES	Children to remain in Rainbow Room until collection. Walked to front office by first aider who is with them. Parent spoken to when child collected about seeking test for child. School to be informed of results before isolating bubble. Cleaners on site/site manager/assistant to clean area as needed. *Each class has own first aid book.*	2x2=4 Low
Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required	2x2=4 Low	• Government guidance on wearing PPE is understood, communicated	YES		2x2=4 Low

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
is not in line with government guidelines		• Sufficient PPE has been procured through normal stockist • PPE requirements have been risk assessed against scenarios produced by Public Health Birmingham • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance • Gloves, aprons, masks and goggles to be used for first aid or when managing intimate care.			
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	2x2=4 Low	• 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 • Gloves, aprons, masks and goggles to be used for first aid or when managing intimate care.	YES		2x2=4 Low
Managing premises related issues					

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
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	2x2=4 Low	• 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. • Assurances sought from contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). • Premises governing board committee is aware of planned works and associated risk assessments • Where BCC is the building owner the landlord approval process has been undertaken when required ie any works likely to disturb the fabric of the building	YES	Required works will be carried out in areas out of use or on Fridays where possible and/or out of school hours Assessments carried out prior to works being agreed	2x2=4 Low

Fire procedures are not appropriate to cover new arrangements	3x2=6
	Med
		• Fire procedures have been reviewed and revised where required and possible to accommodate (due to site capacity)
		   o Numbers of staff/pupils
		   o Possible absence of fire marshals
		   o Social distancing during evacuation and at muster points
			YES		3x2=6
					Med
					
					Risk remains until

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		• Staff, pupils and governors have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill planned in line with COVID 19 • Additional staff aware of procedures utilised to cover absences			practice completed
Statutory compliance has not been completed due to the availability of contractors during lockdown	2x2=4 Low	• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. • LA support is in place	YES	All statutory compliance tests are up to date	2x2=4 Low
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	2x2=4 Low	• 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. • NS/NC are aware of financial support available to support sustainability (LT to confirm)	YES		2x2=4 Low
Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Considerations - Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. - There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. - In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes - The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. - Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.					
Measures have not been put in place to protect staff and pupils with underlying health issues and BAME staff	2x2=4 Low	- An equality impact assessment is undertaken for staff and pupils - All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school. - Records are kept of this and regularly updated e.g. check children and staff who have 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. - All staff with underlying health conditions that put them at increased risk from COVID-19 are in line with national guidance informed that from 1st August can return to work if maintaining social distancing. - Current government guidance is being applied.	YES	Staff list kept with information gathered from meetings. DFE guidance shared with all staff. *** staff encouraged to remain 2 metres from each other and from children*	2x2=4 Low

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		• Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service			
Staff, particularly those from BAME heritage, are reluctant to attend school	3x2=6 Med	• 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. • Regular staff briefings • Leadership communicating with staff • All BAME staff identified with concerns	YES	Available staffing levels could be a concern should absence rise ** *staff encouraged to remain 2 metres from each other and from children*	2x2=4 Low
Parents, particularly those from BAME heritage, are reluctant to send their children to school	3x2=6 Med	• There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided.	YES	Staff translation to communicate *AA-punjabi* *SA-bengali* *ZA-pushtu* *MY -Somalia parents.* *SP-French and Romanian.*	2x2=4 Low
Parents do not follow advice on social distancing when visiting the school	3x2=6 Med	• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers • Expectations around hygiene and social distancing are communicated with parents/carers	YES	Risk remains until procedures and expectations embedded and understood by parents	3x2=6 Med

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		• Only 1 parent encouraged to accompany child to and from school • SLT supervision at beginning and end of school day • No parents/visitors allowed into school building unless in an emergency situation • Front of school screened • Guidance and restrictions communicated to parents via email/text and website			
Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	2x2=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	Policies communicated to staff and parents	2x2=4 Low

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	3x2=6 Med	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  o Different areas of the school including any Early Years and Resource Base provision
		  o When pupils enter and leave school
		  o During movement around school
		  o During break and lunch times
		  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			YES	All classroom/area risk to be assessed minimum weekly
				
				Staff briefing before school reopens
				
				Staff briefings weekly
					2x2=4 Low

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Journey to School						
Pick up and drop off times	2x2=4 Low	• As per Government guidance: • One parent only • Timetables and procedures shared with parents via website and parent packs • Parents informed and discouraged from gathering at school gates/playground • Staggered start and end times shared with staff and parents • Entrance and exits to school clearly marked	YES	Text messaging and website to signpost parents to procedures and advice	2x2=4 Low
Journey to/from school	2x2=4 Low	• As per Government guidance: • Children and parents encouraged to walk to school • Parents advised not to drive near school to encourage social distancing • Parents advised if necessary then to park legally nearby and walk the last section to school	YES	Text messaging and website to signpost parents to procedures and advice	2x2=4 Low
Children arriving late as a result of journey to school	2x2=4 Low	• As per Government guidance: • Children, young people and parents are encouraged to walk or cycle where possible	YES		2x2=4 Low
Contingency planning for local lockdown						
No plan in place if an outbreak or local lockdown should occur	3x2=6 Med	• Proposed resourcing is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been briefed on the action planning for local/bubble lockdown or outbreak. • Preparation for learning continuity in the event of local or bubble lockdown • Blended learning offer to support continued delivery. • Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business	YES		2x2=4 Low

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		continuity. Consideration of remote learning for young pupils or those with SEND. • Resources have been prepared that take account of online education resources for home learning • Information and guidance shared to support parents and carers of children who are learning at home • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown			

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