Marsh Hill Primary School: RISK Assessment Tool (V1) 07/07/2020

Introduction

The government plan is for the full return of all pupils from September 2020: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

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

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

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

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

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

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

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

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

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**

Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
Governance and other resources	As ever, if subscribing schools have questions / queries about governance, they can 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 ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/

Version edits			
Version No.	Section - Edits	Page	Published
1	Original		07/07/20

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans				
Lack of certainty over returning numbers	**8**	• 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 • **0** number of children remain shielded at home • 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	• 'Arrangements for September' letter to parents 15.7.2020 and shared on website. • Phone calls to parents in September for children not in school. • Text message reminders to parents prior to opening • Parents informed of change in law as of September 2020 • Online anxiety training for staff has been issued. • iPad loans to pupils will be collected in September • Inhalers must be returned to school • Specific children have been identified for home school transport	**2**
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	**6**	• 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 • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance	• Risk assessment in place and updated monthly, or when circumstances change • Teaching lessons online N/A, as home learning is set weekly through educational platforms.	**2**
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	**6**	• Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups. • **6** 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.	2 EHCP and 4 high risk pupils have a risk assessment in place. This will be reviewed in September by Senco.	**2**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
2. Plan how the whole school will be accommodated and encourage attendance				
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	**3**	• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • **420** maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • **2** designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • **1** of 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	• Entry and exit points in place with a one-way system. • All classrooms have been configured so that desks in Y2-Y6 are facing forward. • Sanitiser dispensers and anti-bacterial soap in all classrooms. • Risk assessment is reviewed regularly by senior leaders.	**1**
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	**8**	• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.	• All in place for 3rd September 2020 and communicated in 'Arrangements for September' letter. • EYFS operates as one group (bubble) with free flow allowed. • Year group bubbles with up to 60 children. • Lunchtimes will be extended by 15 minutes to allow it to be staggered from 11.30 am to 1pm. • Break times staggered.	**2**

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		• Consider lunchtimes in the classroom for younger year groups.		
There is a need for additional space to allow for curriculum to be fully delivered	**6**	• Identify available large spaces and appropriate timetabling e,g, dining areas, halls, studios, particularly in outdoor areas. • Make arrangements for use of alternative sites with support from the responsible body • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing	Year group assemblies will be in place for October 2020. EYFS operates as one group (bubble) with free flow allowed.	**2**
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils				
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	**12**	• As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on arrangements testing for COVID-19 • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods	• Weekly newsletter issued to parents • Website page on school's website dedicated to COVID-19 guidance from gov.uk (for parents) • Virtual tour video of classrooms available on website. • Handbook reflecting changes from 3rd September 2020 and communicated in 'Arrangements for September' letter available on website.	**8**
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	**12**	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date.	• Parents informed of arrangements in letter on 17.7.2020. In addition, there is: Weekly newsletter update, Twitter, text and Marvellous Me messages • Following government guidance – specific room within school (library)	**6**
Communications with parents/carers about expectations that	**8**	• Request daily changes of clothes where possible to reduce the risk of infection • Refer to school's hygiene policies • Clarity around attendance expectations; in particular, when COVID-19 is a risk factor within the family	• Weekly newsletter and in 'Arrangements for September' letter • Refer to Intimate Care Policy • From September, will have records showing pupils who will be shielding (GP letter etc)	**3**

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must be followed to support pupils and keep the school community safe are not clear or in place		• 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 • Consideration given to personal items of children – Soothers, comforters, nappies, personal toys.	• Link for FTB is on school's website	
4. The school day - This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings				
The start and end of the school day create risks of breaching social distancing guidelines	**10**	• Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.	• Entrances/exits have been identified. These are being used by the same groups but at different, staggered times	**2**
Daily attendance registers for new cohorts are not in place	**6**	• Attendance Team responsible for completion of school daily attendance registers • Regular reporting and monitoring of attendance to responsible body	• Attendance team in conjunction with SLT responsible • Reporting and monitoring of attendance Pastoral Manager in conjunction with SLT	**1**
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools				
Pupils eligible for free school meals do not continue to receive vouchers	**6**	• FSM Voucher scheme is continued • Issues with food poverty to be addressed through application to Early Help Hubs	Voucher scheme will be discontinued from 1st September 2020. • A register is maintained of all pupils that are eligible for free school meals. The register is compared daily with those pupils attending school and any pupils not attending. • Parents experiencing hardship are to be referred to foodbank e-voucher system and or Tes Relief - food deliveries	**1**

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The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	**6**	• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies	• The school has decided to suspend all after school clubs for the autumn term to aid the prevention of the infection spreading. • Parents will be signposted to other wraparound services. • Breakfast club will resume on 3rd September 2020	**2**
Meals are not available for all children in school	**6**	• Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements	• The school's catering provider is regularly updated on the number of pupils attending school on any given day. • Catering staff adhere to safe food preparation. • Meals are produced to match the number of pupils attending.	**1**
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer. **Consider alongside:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19				
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	**12**	• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to an addendum for the BCC Model Safeguarding Policy.	• Addendum acknowledging changes in light of CD 19 has been issued: • Posted on website for Parents • Signed off by all school staff via School Bus. • Monthly Safeguarding Bulletin continues to be issued to staff • All DSL's receive 2 x weekly briefing document • LA has accurate contact details – S175 • All relevant policies have been adapted to ensure safety of pupils during Critical Incident and Lockdown. Factoring in social distancing where practicable. • Pupils will be supervised during evacuations to ensure safety – all staff will be provided with refresher training regarding emergency procedures.	**4**
High risk of increased		• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from	• Timetable for DSL will reflect the required capacity to manage / process any potential increase in disclosures.	

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
disclosures from returning pupils	**12**	pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team	• Contact with vulnerable pupils who do not attend school will be maintained by DSL. • Early Help Hub information has been disseminated to Safeguarding Team / SLT Advice from appropriate external agencies will be sought as required.	**2**
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	**12**	• 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.	• All Staff have received regular training bulletins during the enforced closure and these will continue to be provided to ensure that they are supported to deal with any emerging issues. • All Staff have been advised to access a variety of support both internally and externally – additional information has been shared with parents via newsletter and Marvellous Me.	**4**
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting				
Pupils' behaviour on return to school does not comply with social distancing guidance	**10**	• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing.	• Staff will remind pupils at the start of every day and for each session when necessary. Posters and signs have been displayed in the playground, corridors, dining hall, toilets and classrooms. • Classrooms and dining hall has been arranged to allow social distancing. • Adults will need to positively reinforce social distancing when in the playground at lunch/break times. • Behaviour Policy has a new appendix that includes new Covid19 golden rules and complies with social distancing. Will be shared with all staff and put on the school website to inform parents. SLT will deal with any behavioural issues. • Focus on wellbeing will be a priority. • Senior leaders monitor situation throughout the day.	**4**

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8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support				
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	**6**	• Gaps in learning are assessed and addressed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered where appropriate • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school	• Teachers are expected to assess gaps in children's learning when they are in class and address teaching to these. • Remote learning is being set up for Google Classroom. • Exam syllabi are linked to the EYFS/National Curriculum, on which the MTPs are based. • Intervention plans will be created when children return to school and can assessed by their teachers. • Staff made aware of the possibility of regressions in self-care skills: regular toileting and washing of hands encouraged and staff to model. • Young children to bring in a spare change of clothes if needed. Staff to be reminded of policies and equipment to be used in case of toileting accidents (e.g. double bagging and use of PPE)	**4**
School unable to meet full provision required in line with EHCP	**6**	• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service	• EHCP targets are being addressed with some adjustments by parents. • None of our EHCP children are attending school at the request of parents. We have not adjusted any EHCP's as all of our EHCP targets are academic with no pupils requiring physical intervention. EHCP's are being updated as is the CRISP ready for reviews in June as the correct date.	**2**
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	**6**	• Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition	Currently not accessing the BEP offer, NS Trust or Teaching Schools Alliance, however we can use the Oak National Academy and current online resources (e.g. Purple Mash, TTRS, Spag.com, ActiveLearn, Third Space Learning) • School iPads are available for pupils unable to access technology. • School has also accessed the hardship fund to apply for money to pay for internet access for families where needed. • Transition plans are in place using a variety of face to face and online methods (google classroom) to enable all children to access transition.	**4**

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Pupils moving on to the next phase in their education are ill-prepared for transition	6	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	• Pupils whom are identified as vulnerable will be offered additional transition – referral to external agencies as identified. (See VP List) • EYFS: A welcome letter has been posted to each family with a transition booklet with images of our school to prepare the new cohort. • Week beginning 31.8.2020 EYFS Leader and the team will have meetings with each family in school to go through transition sessions, start dates, environment tour.	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning				
Staffing levels can't be maintained	**6**	• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout	• Safeguarding Team consists of 6 members DSL trained - which provides effective cover. • Collaborative Hub Paperwork is prepared for use if staffing drops to a level where it is not feasible to keep school open. • Governing body are kept up to date through weekly phone calls and email communication.	**2**
Identify staff unable to return to school	**6**	• **0** staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded	• All staff will have returned to work by 1st September 2020.	**1**
Staff are insufficiently briefed on expectations	**6**	• Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school	• Staff receive weekly briefings via newsletter. • All staff have had training on Health and Safety. • Mental Health and Well-Being booklet disseminated to all staff. Remote access via Teams for Staff to access Mental Health First Aid – sessions can be pre-booked and focused. • Staff to request any changes to working pattern in the usual way.	**2**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
10. Protective measures and hygiene. This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings				
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	**12**	• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school	• Classrooms reorganised with unrequired furniture, soft furnishings and other unnecessary equipment removed. • Classroom layouts reorganised to encourage social distancing. • One-way system in place for entering/exiting school, including signs. • Staggered movements through corridors at lunch/end of the day. • Everyone to walk on the left hand side of corridors, including signs produced. • Lunchtime queues are socially distanced with markers on the floor. • Staffroom access to be timetabled in-line with children's lunchtime arrangements. • Children are split into smaller groups and will remain in classrooms for lessons. Timetable will be in place for moving outside including staggered times to enter/exit. • Staff rota produced to ensure appropriate supervision levels. • Safety messages shared with staff via email and signs and passed to children each morning and supported by signs.	4
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	12	• Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly.	• Children are allocated to their normal classroom which will be their base for the day. • Reviewed space within rooms and layouts organised (to be checked daily) • All unrequired furniture, soft furnishings and toys stored in spare classrooms. • Children will have access to individual learning packs to contain all of their resources. No sharing of resources and learning packs will happen. • Arrangements reviewed daily	4
Staff rooms and offices do not allow for observation of	12	• 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.	• Offices: rota of staff to ensure that it is possible to maintain appropriate social distancing. Arrangements in place to remove unnecessary furniture and to ensure that equipment isn't shared. • Glass partitions to remain closed in the Reception area. Only	

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
social distancing guidelines			admin staff and SLT to be allowed access to the office • Shared offices: current furniture arrangements allow for 2m distancing in AHT/SBM room and AHT/DHT room. In SENCO/Pastoral Manager room, staff to not use the room at the same time (staff rota). Staffroom: rota in place to ensure that numbers of staff in the room is limited. Staffroom computers to not be used. Staff to sanitise hands after using the photocopiers. Staffroom door to be wedged open.	4
Queues for toilets and hand washing risk non-compliance with social distancing measures	12	• Queuing zones for toilets and hand washing have been established and are monitored. • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time. • 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. Supervised use for young pupils.	Children's toilets: • Toilet doors to corridor to be wedged open. Queuing to be done in the main corridors with children maintaining social distancing (signage in place). Children to wash their hands after using the toilet (20seconds). Adult toilets: • Queuing in main corridors with social distancing measures. Staff encouraged to use all available toilets to avoid large queues forming. • Arrangements in place for supporting changing/self-care requirements – including provision of PPE. • Toilets will be cleaned twice a day (once early afternoon and once after children have left school ready for the following day). Supplies of soap and toilet roll to be re-stocked at these times. • Staff to explain to children how and when to wash hands (appropriate to their age) – supported by signs in classrooms. Staff to monitor children washing their hands. • Hand gel stations provided at: 1. Main office 2. KS2 (Y4) entrance 3. KS2 (Y3) entrance 4. KS1 (Y1) entrance Reception (EYFS) entrance	4

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies				
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	**12**	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours for cleaning staff are increased in agreement with staff. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity	• Deep cleaning will be carried out in the summer holidays and routine cleaning will continue on a daily basis. • School staff to clean equipment at the end of the school day and where applicable pupils can clean their own resources • Cleaning regimes have been put in place to ensure that the school is cleaned on a daily basis throughout the day. • Specification is being met therefore no issue of insufficient capacity.	**4**
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	**12**	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart	• Contractors are aware of guidance and placed on standby to undertake an immediate deep clean of any area following a suspected or confirmed case of COVID 19 within the school. • School to identify areas and have restricted movement policy in place so areas at risk of contamination can be identified via 'tracing' method Already implemented via guidance noted above Cofid19 Cleaning of non –healthcare settings guidance	**4**
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment				
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	**12**	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school.	The school has a sufficient supply of hand soap and sanitiser for an initial 4-week period. Hand gel stations provided at: Main office – KS2 (Y4) entrance – KS2 (Y3) entrance – KS1 (Y1) entrance – Reception (EYFS) entrance Staff to explain to children how and when to wash hands (appropriate	**4**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
		• Reinforce 'catch it, kill it, bin it' message	to their age) – supported by signs in classrooms. Staff to monitor children washing their hands. Posters displayed by sink areas. All classrooms will be equipped with santiser and hand wash	
Inadequate supplies and resources mean that shared items are not cleaned after each use	**12**	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) • Practical lessons can go ahead if equipment can be cleaned thoroughly and 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	• Pupils have their own resources and are allowed to bring to school their water bottle. • Surfaces are cleaned regularly throughout the day. • Each class is allocated their own cleaning product.	**4**
13. School level response should someone fall ill on site in line with government guidance				
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	**12**	• 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 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	• Hand sanitiser and washing soap provided in every classroom • Sanitiser dispensers in the Phase 3 room and the Library as well in corridors next to entrances where handwashing facilities are not available • Transition lessons in September will include lessons on handwashing and appropriate behaviour. Lessons to be repeated as and when necessary • Emergency PPE pack to be stored in the library and at the KS2 first aid trolley • Public Health Birmingham flowchart to be displayed next to the teachers' desk in each classroom, by each first aid station and in offices. Reporting of cases to Public Health England and (where necessary) the council safety team to complete RIDDOR reporting, will be completed by a designated member of SLT	**4**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
	12	• 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=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response. • 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 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).*	• Staff to encourage and demonstrate how to wash hands effectively. Staff will monitor that children are cleaning their hands • Teachers to monitor supplies in classrooms, cleaners to monitor supplies in toilets. Any concerns and requests for further supply to be passed to Sharon W (SBM) • Posters to be displayed in toilets, corridors and classrooms. • Staff will be required to read this risk assessment and confirm that they understand and will adhere to it by 1st September 2020 (School Bus). Any subsequent changes will be shared in this way.	4
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	12	• 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. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.	• The school's library will be used as a medical space during this time – soft furnishings have been removed and surfaces cleaned. PPE and cleaning equipment is available in the room and the requirements of their use have been shared with staff. The wireless phone from EYFS/KS1 AHT's office can be used to maintain contact with the school office. • If required, offices can be used as additional rooms • Procedures in place for cleaning medical rooms and other spaces after suspected Covid-19 cases: areas would be locked until the end of the school day. • Surfaces in rooms used by children will be cleaned at break	

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
			time, lunchtime and at the end of the school day • Climbing equipment on the playgrounds to be out of use. Other equipment to be used if allocated to individual children and if it can be effectively cleaned. • Each classroom to have their own cleaning supplies	
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home				
Provision of PPE for staff where required is not in line with government guidelines	**16**	• Government guidance on wearing PPE is understood and communicated • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance	• Staff have received Covid-19 guidance handbook/Action Plan and risk assessment. • PPE equipment has been procured by school and through BCC.	**4**
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	**16**	• 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	• Stock ordered and received. • Staff have received guidance on PPE wear when administering first aid.	**4**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
15. Managing premises related issues				
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	**16**	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). • Premises governing board committee is aware of planned works and associated risk assessments • Were BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building	• School to be informed of all potential work to be carried out under PFI contract. • School to receive assurances from GTFM that staff attending are in good health. • Building Site Supervisors to supervise contractor whilst on site. • Alternative attendance to be considered School reserves the right to refuse access, should they deem it appropriate.	**2**

Fire procedures are not appropriate to cover new arrangements	**16**	• Fire procedures have been reviewed and revised where required, due to:
		  ○ Reduced numbers of pupils/staff
		  ○ Possible absence of fire marshals
		  ○ Social distancing rules during evacuation and at muster points
		  ○ Possible need for additional muster point(s) to enable social distancing where possible
		• Staff, pupils and governors have been briefed on any new evacuation procedures.
		• Incident controller and fire marshals have been trained and briefed
			• Fire alarm systems are tested on a weekly basis by the site manager.
			• Fire doors are to remain shut at all times once all children are within their respective bubbles.
			• All fire extinguishers are checked on a daily basis.
			• Social distancing rules during evacuation is impractical due to space available.
			• Update fire procedures shared with staff on Thursday 4th June 2020.
				2

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
		appropriately. • Fire drill arranged in line with Covid plan.	• Fire Marshalls updated on Thursday 4th June.	
Fire evacuation drills - unable to apply social distancing effectively	**16**	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	• Staff within their teaching groups ensure that the evacuation is carried out in a safe controlled manner, ensuring social distancing is maintained once the pupils have evacuated the premises through their designated routes.	**2**
Fire marshals absent due to self-isolation	**16**	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	Staffing requirements ensure that adequate fire marshals are in place to fully comply with fire regulations.	**2**
Statutory compliance has not been completed due to the availability of contractors during lockdown	**16**	• 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	All statutory compliance has been completed throughout the lockdown period. All statutory compliance schedules have been maintained.	**2**
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	**8**	• 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.	• Business Manager Report to Governing Board additional costs incurred during COVID-19.	**2**

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

Considerations

- Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.
- There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
conditions. Smoking can also exacerbate the disease and lead to poorer outcomes • The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. • Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. • If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. • It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.				
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	**12**	• An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service	• Risk Assessments for all staff have been undertaken and reviewed. • Risk Assessments for vulnerable pupils have been undertaken and reviewed. • All staff extremely clinically vulnerable (shielded), vulnerable or pregnant may attend school if appropriate social distancing measure are adhered to. • Staff living with someone extremely clinically vulnerable (shielded), vulnerable or pregnant may attend school if appropriate social distancing measure are adhered to. • Staff living with someone vulnerable may attend school if appropriate social distancing measure are adhered to. • BAME staff extremely clinically vulnerable (shielded), vulnerable or pregnant may attend school if appropriate social distancing measure are adhered to. • BAME staff living with someone extremely clinically vulnerable (shielded), vulnerable or pregnant may attend school if appropriate social distancing measure are adhered to. • BAME staff living with someone vulnerable may attend school if appropriate social distancing measure are adhered to. • All pupils (5) who are extremely clinically vulnerable (shielded) have returned to school. • Children (3) living with someone extremely clinically vulnerable (shielded) can continue with Home Learning. • For pupils who are vulnerable (16), their parents should follow medical advice and inform the school whether they will return to	**4**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
			school for September 2020. • Parents have been informed by letter that they should not send their child to school until September 2020 if they have underlying health problems.	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	**12**	• No. **23** of BAME staff • No. **0** of BAME staff risk assessed and requiring to remain shielded at home • No. **22** of BAME staff able to return but requiring additional support • 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.	• All staff from a BAME background and who have underlying health problems are working at home. • Safety measures have been put in place to protect all colleagues from Covid-19 • All staff working with pupils received a Health and Safety briefing on 4th June 2020 prior to pupils attending school on 8th June. • Staff have been shown the safety measures that have been put in place during the safety briefing • BAME staff have been signposted to websites and resources.	**4**
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	**12**	• No of BAME pupils **257** • No of BAME pupils risk assessed and requiring to remain shielded at home **0** • No of BAME pupils able to return but requiring additional support **257** • 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.	• Through letters parents have been informed of the safety measures that have been put in place to protect their children • Pupils will be shown the safety measures that have been put in place as part of wellbeing meeting • Pastoral support in place for BAME pupils. • A wellbeing meeting has been arranged and if required/requested for the pupils before they return to school to help alleviate some of their fears. • Social arrangements shared with parents and pupils via booklet which also signposts websites. – 3rd June 2020	**4**
Parents do not follow advice on social distancing when visiting the school	**12**	• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings	Letters and Action Plan sent to parents.	**4**
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be				
Existing policies on safeguarding, health and		• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.	The following policies have recently been updated: – Safeguarding Policy updated – Health and Safety	**4**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	**12**	• 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.	– Supporting Children with medical needs – Behaviour – Attendance Policy updated – minor change to advise Parents that the Government has reassured them that they will not be prosecuted for non-attendance during the Pandemic for school aged children All policies updated and available on website	
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	**12**	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: ○ Different areas of the school including any Early Years and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used	Risk assessments carried out: • Removal of soft furnishings • Shared equipment kept to a minimum • More proactive / regular cleaning of shared equipment areas and hot spots • Movement around school restricted and monitored • Signage to ensure areas are identified. Isolation room with external access for pupils / adults who are symptomatic	**4**
18.Home to School Transport				
Pick up and drop off times	**6**	• As per Government guidance: ➢ *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend* ➢ *tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)* ➢ *make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)* ➢ *talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful* **In addition:** • Consider opening school gates earlier so parents can socially distance	Letter (17.7.2020) to parents informing them of revised details Continued use of one-way flow system currently in operation Continued use of soft start process as this reduces numbers attempting to enter site. Create Staggered start / finish timetable 8.40 – EYFS – Entry Lindridge Road – exit Woolmore Road 8.50 – KS1 Entry Lindridge Road – exit Woolmore Road 8.50 – KS2 Entry Marsh Hill – exit Woolmore Road Families with siblings enter Lindridge Road – exit Woolmore Road	**2**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
		on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings • 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. • 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.	Families to use all playground available area to ensure numbers are reduced whilst waiting to enter *consider aerosol markings for squares or set up queue system? *consider recommending parking away from the school and walking to the entry points Exit times: 3pm EYFS 3.10pm KS1 3.15pm KS2 – year 3 through separate exit, followed by 4,5 and finally 6	
Children arriving late as a result of journey to school	**6**	• As per Government guidance: ➢ ***Children, young people and parents are encouraged to walk or cycle where possible*** ➢ *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers* ➢ *ensure that transport arrangements cater for any changes to start and finish times* **In addition:** • Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.	As above – however children arriving after gates closed will need to enter via Marsh Hill Entry and parents will need to leave through the car park gate to ensure one-way system.	**2**

Risk	Current risk rating	Control measures Good Practice Control Measures Adopted	Further action/ Comments	Final risk rating
		• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • **For further information and guidance regarding any of the above points see:** • **www.birmingham.gov.uk/modeshiftstars** or **contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk**		
Travel anxiety for new starters to secondary school	**6**	• West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: **Travelling Safely on bus** (social distancing) **Travelling Safely on Metro** (social distancing) **Getting through train stations** (social distancing)	Will be covered by PCSO transition work with pupils.	**2**