Birmingham City Council

RISK Assessment Tool (V5 06/08/2020) Allens Croft /Jakeman/Shenley Fields Nursery Schools Full Opening RA 24th August 2020

Introduction

The government plan is for the ~~phased return of some children to school from the week commencing 1 June~~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 has been updated on later guidance from 27th July 2020. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

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

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

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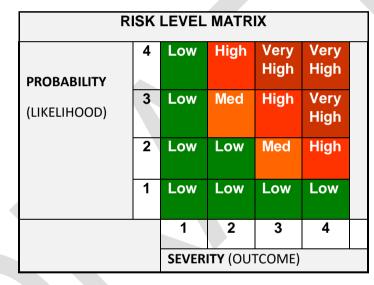
Likelihood - For each issue/situation, determine the likelihood it will occur.

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

Likelihood	Severity

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

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

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

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

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

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

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

| **Links to DfE Guidance**

As new guidance is produced weekly, please refer to **www.gov.uk** for updates

Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments

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

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

https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings

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

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

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

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

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

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

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	https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers
	https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (added in v2)
	Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)
	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2)
	https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 (added in v4)
	https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 (added in v4)
	https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)
	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings
	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care
	https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation
Governance and other resources	Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools (added in v3)

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	Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum (added in v3) As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2) ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/	

Version No.	**Page –** Edits (page numbers may alter as later editions are made)	**Published**
1	**Original**	**07/07/2020**
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval	**Dated 09/07/2020, Published 10/07/2020**

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	P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text	
3	P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate P17 where EHCP has been adapted in light of Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of sufficient time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school P22 reference to daily (or more often) cleaning of touchpoints P22 cleaning toilets regularly P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment P27 absent fire marshals to be replaced with trained substitutes P28 Water system checks and actions to be undertaken prior to wider opening. P30 members of staff with children who cannot attend school are supported	**17/07/2020**

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	P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP P35 addition of section 19 ref contingency planning for local lockdown	
4	P5 weblinks added to DfE guidance on remote learning P19 reference to the need for action planning for local or bubble lockdown P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning	**28/07/20**
5	P1 reference to regular review of RA and latest guidance P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P8 reference to Test and Trace process P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport P10 movement of staff across classes and year groups P10 temp staff length of contract P10 support for pupils with SEND including deployed staff P12 maximising space to allow for full operation P12 collaboration with other settings e.g. dual roll P13 reasonable break for staffing P13 review of space to allow full operation P13 avoid (rather than prohibit) large gatherings with more than one group P13 immunisation programme P13 additional support for SEND, use of social stories and reference to Annex B of guidance P13 minimising risk from music classes P13 phased increase of physical activity P14 no need for more frequent cleaning of uniforms P17 considering of bubbles for wraparound P17 limiting number of wraparound providers parents access P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition P20 incorporating remote learning into day to day delivery P20 suspension of subjects if needed P20 focus on return to normal curriculum by summer 2021 and timescale for assessments. P20 compulsory RHE education P21 delivery of EHCP P24 encouraging children not to touch peers	**06/08/20**

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P24, 26 use of e-bug learning from PHE P25 working hours or additional capacity for cleaning to be planned for P26 encouraging 20 second hand washing P26 modification of narrative around shared resources and 48/72 hour period P28 isolation in closed room with window ventilation P28 guidance for residential staff and isolation P28 reference to guidance on use of PPE P35 organisation of queuing and boarding of dedicated school transport P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport P36 encouraging use of various modes of transports and non-car journeys P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND	

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	2x3=6 Medium	• 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 • XXX 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 as set out in section 7 the latest guidance.	Yes	o Full, normal, occupancy anticipated in all 3 schools. o Admin to contact parents of children due to return to Nursery in Sep 2020. o Marketing strategy timeline in place– new website completed end July 2020 including a COVID 19 section for parents.	3x2=6 Medium

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				o Updated online video tours to support induction in Sept. o Shielding pausing 1/8/2020 o No children will remain shielding Sep 2020. o Text Messaging and social media to – promote attendance and access to EEE. o Gradual increase in pupils beginning with working parents, returning children and then new children.	
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	3x2=6 Medium	• 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. • Flexible and responsive use of teaching assistants and pastoral	Yes	o From 1/8/2020 shielding is pausing. o Shielding staff to RTW 1/9/20 o Identified staff that are returning from shielding or that require an updated to	3x1=3 Low

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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

previous individual risk assessments.

o Ensure workplace is COVID secure. Keep overall social interactions low.

- Keep 2m away from others wherever possible or 1m plus other precautions and extra hand washing

- Keep record of close contact whilst in school.

- Self-isolation period for people that have symptoms of coronavirus or that have received a positive test result has now increased from 7 to 10 days.

- Numbers of agency practitioners to be monitored. All 3 schools begin the academic year close to full staff

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			occupancy. • Social media platforms and Tapestry will continue to support parents with home learning. Further develop content on Home Learning section on new website. • Return to normal mixed groups from 20 July but minimise mixing with in settings – • Ideally minimum of 2 groups of children per school to avoid full closures if COVD-19 cases are identified but recognise a whole school bubble in a MNS is smaller than one year group in a secondary school. Review with staffing & check availability 1/9/2020. • Latest government advice will be	

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				followed to ensure that children and staff are isolated and tested when necessary.	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	3x2=6 Medium	• Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2) • XXX 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	• children begin term first (week 1 and 2) and with new cohort of children to follow (week 2 and 3) • No pre-entry home visits to families. Pre-entry 1-1 short meetings with parents at Nursery week 1 with follow up telephone contact where necessary to complete early help assessment and complete all forms and contact information prioritising COVID 19 impact questions to understand & plan for the needs of the cohort. • Promote the LA support for all families 'From	3x1=3 Low

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				Birmingham with Love'.	
				• 1. New online parenting courses	
				• 2. Mental health support for children, young people and adults	
				• 3. Financial help	
				• 4. Domestic abuse support	
				• 5. Drug and alcohol abuse services	
				6. Bereavement support	
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	3x2=6 Medium	• Review EEE termly admissions process • Funding questions are emailed to NEF@Birmingham.gov.uk (added in v2) • Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term • XXX 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	• Ensure parental declarations are completed and signed before start nursery and preferably first week of September. • Ensure parents and carers are aware of the 'system of controls' and how these impact on them and their	3x1=3 Low

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				• responsibilities in supporting them as part of the COVID 19 declaration. Addition from 1/9/2020 that parents require use of facemasks to come into school buildings. • Schools to purchase more disposable masks in Aug 2020 as young children require settling on site by parents.	
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	3x2=6 Medium	• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • XXX maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • XXX 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). • XXX of unused classrooms that could be utilised • In NS/NC where additional space is identified for accommodating 2 year olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging	Yes	• Previous systems of safe working to be maintained – additional entrances/ exits and one-way systems. Additional staff room spaces provided to aid social distancing. • All 3 schools to continue to prioritise outdoor play on each site.	3x1=3 Low

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		• 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)		• Social distancing signage in place. Teams asked to frequently remind one another. • Continuing close attention to the resources and furniture offered. • Leadership teams to meet frequently to consider the ongoing management and impact of risk assessments and decisions made.	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	3x2=6 Medium	• 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	Yes	• Return to normal sized groups from 20th July 2020. • Minimise mixing within settings from 1/9/20 • Staggered entry times and/or location to remain in place at the schools. • Each group of children have separate hand	3x 1=3 Low

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year group stays together and does not mix with other pupils.
- 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)

washing facilities that will be supervised.

- Each school has large indoor spaces set up as a play environment with access to outdoor play.

- Outdoor spaces to remain split to reduce the number of children mixing.

- Children and adults wash hands with soap or sanitise on entry and exit from nursery.

- Children of nursery age are not required to social distance.

- Sufficient staff in place to ensure break times are maintained.

Where children have behavioural issues:

- Where possible allow the child to

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				vent their frustrations away from other children.	
				• If the recognised restraint techniques are required, it is advised that face coverings and gloves are worn.	
				• If a child is upset, encourage them to use a tissue to wipe eyes/ nose etc and safely dispose of them.	
				• Wash hands after contact	
				• Lunches will be provided within separate classroom areas or 'picnic style' outdoors.	
There is a need for review use of space to allow for the school to fully operational	4x1=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	Yes	There is enough internal space for the projected NOR for Sep 2020. The number of children attending will be increased in Autumn Term but will begin with returning children.	3x1=3 Low

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		provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B of the guidance. • Careful consideration of how to minimise risk from music classes eg. singing, chanting, playing wind or brass instruments or shouting. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports.		Schools will promote flu vaccine and other pre-school vaccinations to parents at induction. Individual plans to be reviewed and shared for children with SEND. No music classes take place and reduced number of instruments accessible in play. Review with teachers 1/9/2020 singing safety measures	
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	3x2=6 Medium	• 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 in line with the latest guidance. • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods • NS/NC include arrangements for personal care e.g. nappy	Yes	• A COVID-19 safety checklist is shared with each parent and signed by parents before children start nursery. • There is a COVID 19 section on the schools' websites. • Intimate care plans will be completed/	3x1-3 Low

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		changing/feeding/sleep arrangements etc • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.		updated with parents prior to entry to Nursery. Parents will ensure children's clothes are changed daily and that there are adequate spare clothes in child's peg bag. • Individual RAs for SEND children in place to include (mouthing/pica/sensory needs/spitting/biting etc). • Resource RA at each school re access to sensory materials.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	3x2=6 Medium	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date.	Yes	• A COVID-19 safety checklist is shared again with each parent and signed by parents before children start nursery. • Staff speak most popular community	3x1=3 Low

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languages.

- Isolation plan with PPE if child becomes displays symptom of COVID.

- Use of website, text messaging and social media to reinforce messages.

- Contact details are to be revisited and refreshed.

- Staff and parents to be reminded of the procedure for informing school if symptoms are displayed. The isolation period in these circumstances has increased from 7 to 10 days.

- Parents to advise school if their child has an impaired immune system or a medical condition that means they are vulnerable to infections.

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Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place	3x2=6 Medium	- Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual. - Refer to school's hygiene policies - Accessing the learning available from DfE: - Clarity around attendance expectations; 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 - Information about how to connect families to local support is available here. - NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection - Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. ADDED by Executive Head Teacher: **Parents understand our System of Control in Sep 2020** **This is the set of actions early years settings must take. They are outlined in more detail below.** **Prevention:** **1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend settings** **2) Clean hands thoroughly more often than usual** **3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach** **4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach** **5) Minimise contact between groups where possible** **6) Where necessary, wear appropriate personal protective equipment (PPE)** **Numbers 1 to 4 must be in place in all settings, all the time.**	Yes	- Ensure parents and carers are aware of the 'system of controls' and how this may impact on them and their responsibilities in supporting them. 'System of controls' on websites for Sep 2020. - Ensure parents are aware of the school hygiene and cleaning policies. Wash hands carefully and more frequently than usual. Maintain thorough cleaning of frequently touched areas in workplace. In particular, knowing that the minimum frequently touched surfaces should be wiped is twice a day and once at beginning or end of the day. There are increased	3x2=6 Medium

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Number 5 must be properly considered, and settings must put in place measures that suit their particular circumstances.
Number 6 applies in all specific circumstances.

Response to any infection:
7) Engage with the NHS Test and Trace process
8) Manage confirmed cases of coronavirus (COVID-19) amongst the setting community
9) Contain any outbreak by following local health protection team advice
10) Notify Ofsted

Numbers 7 to 10 must be followed in every case where they are relevant.

cleaner hours & enhanced cleaning of resources by staff at the end of each session.

- Touch surfaces like door handles, light switches and workstation cleaned regularly.

- Following the guidance on the system of controls effectively reduces risk in the setting and creates a safer environment.

- Hand sanitiser use on entry and exit. Daily change of clothing in place.

- Housekeeping teams to review dispenser soap to ensure it is anti-bacterial & research other products like ZOONO.

- Personal items to be discouraged &

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Page **23** of **67**

				safely stored and handled if necessary	
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	3x2=6 Medium	• 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.	Yes	• Already established across the 3 schools. • Younger 2s and new children will need to have a settling period on site with parents. Planned separation to take place outside. From 1/9/2020 parents will need to wear face masks on site. • Each school has floor signage in place to support movement on site. • First contact with school by parents to be through telephone not unannounced site visits	3x1=3 Low

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				• Cluster SBM use of COVID 19 cost centre to ensure continuous supply of disposable masks, plastic bags for disposal, disposable mops for cleaning areas where children have had COVID 19 symptoms at school etc.	
Daily attendance registers for new cohorts are not in place	4x1=4 Low	• Teachers/ Team Leaders are responsible for completion of school daily attendance registers • Office Managers are responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body and follow up with families factored into workload. Monitoring overseen by DSL	Yes	• Registers in place by admin teams before starting nursery • Admin complete DFE daily monitoring of attendance by FGB completed since June 2020 and will continue in Sep 2020.	3x1=3 Low

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Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x3=9 High	• Key messages 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. Minimum PPE apron and gloves. Use disposable cloths, disposable mop heads. One site, one wipe in one direction.	Yes	• A1/9/2020 inset day induction for all staff and returning staff & new updated COVID 19 RA for full re-opening will be shared with all staff. Ensure all staff understand the system of controls. • PHE flow chart shared with staff July 2020. Staff handbook in place. • Staff and parents are kept informed of the latest government guidelines in relation to their responsibilities via meetings, emails, texts and the school website.	3x2=6 Medium

Resumption of day visits	3x3=9 High	• In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.).
		  o Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination.
		  o Use of outdoor spaces in the local area to support delivery of the curriculum.
		  o Usual full and thorough risk assessments in relation to all
			Yes	• No visits currently scheduled. Children's groups will be maintained if these are planned.
				
				• Risk Assessments required for educational visitors on site – artist/ entertainer / Father
					3x2=6 Medium

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	■	educational visits. ○ Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents.		Xmas etc.	■

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	1x4=4 Low	• FSM Voucher scheme is continued • Issues with food poverty to be addressed through application to Early Help Hubs	Yes	• All eligible families sent EDENRED digital vouchers worth £90 prior to Summer break. Each school has a small food bank or can signpost to one. • Each school leadership team knows how to compete food poverty applications. Ensure reception staff & key persons identify need at point of contact & inform a DSL.	1x3=3 Low
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	1x4=4 Low	• 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. <mark>If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</mark> • Consideration of use of space for food preparation and consumption • Communicate decisions to parents <mark>and encourage parents to limit the number of providers that they are accessing where</mark>	Yes	• JNS only offers core day provision. No plans to change. • ACNS and SFNS plan to return to the full extended day provision at the beginning of the Autumn Term. Small consistent groups to be	1x3=3 Low

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		<mark>possible.</mark> • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies		used.	
Meals are not available for all children in school	4x1=4 Low	• Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. one vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements.	Yes	• ACNS and SFNS utilise external caterers that are able to continue providing meals. JNS does not offer such provision due to lack of demand (provided for children entitled to FSM). Children bring packed lunches. • Risk assessments have been obtained from these meal providers. • External caterers require a minimum order of 15 meals. • Lunchtime space has been identified for the separate groups of children in each school.	3x1-3 Low

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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	1x4-4 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 / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020.	Yes	• Annual safeguarding briefings planned for Sept '20, to include new safeguarding policy. • FGB will adopt latest LA updated policy in Sep 2020. DSL update training up to date or bookings made for renewal due to disruption due to lockdown.	1x3=3 Low
High risk of increased disclosures from returning pupils	4x1=4 Low	• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team	Yes	• Extended team of DSLs in place across the 3 schools. • Monitoring of children not in school to continue. • Advise always taken where required. • From Birmingham with Love family	3x1=3 Low

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				support offer will be promoted to all families in Sep 2020.	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x2=6 Medium	• Staff are aware of the offer from the LA and partners to support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.	Yes	• Staff teams have completed a range of training on line, including bereavement training in some cases. • EHT accessed July LA Webinar re supporting children returning to school & SEND.to focus on PSED, re-establishing routines & well-being as well as CL and PD. Cluster SENDCO has weekly contact with a LA officer re support for vulnerable/SEND children. DSL team to support staff team. • A new Health & well-being handbook/ policy in place for staff in Sept.	3x1=3 Low

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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	3x2=6 Medium	• 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, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing.	Yes	• Children aged 2-4 are unable to socially distance. • Talk to children about safety and social distancing. • Staff model social distancing between adults. • Return to normal sized groups from 20 July 2020. • Minimise mixing within settings. Units to work separately. • The Behaviour Policy has been adapted to reflect the need for social distancing. No requirement that children and staff keep 2 meters apart but important to consider how they can reduce contact between groups as far as possible.	3x1=3 Low

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				• From 1/9/2020 staff to keep a record of face to face or close contact with children/ adults at school. • Parents to wear face masks in school buildings.	
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	1x4=4 Low	• 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. • For pupils in year 7, it may be necessary to address gaps in English and Maths from the key stage 2 curriculum. • Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations.	Yes	• The pre-entry early help questionnaire will include COVID 19 questions to find out what learning opportunities children had during lock down when children did not attend school & access re digital poverty. • EYFS temp changes 24/4/2020- 25/9/2020 • Reasonable endeavours to meet the learning and development requirements instead of must do. • Re-start 2 year old	1x3-3 Low

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- Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021.
- Additional financial support has been made available to schools to address gaps in learning.
- Exam syllabi are covered and revised where appropriate.
- Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning
- 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

checks in setting from T1.1 with social distancing with parents

- EYFS PSED focus on self-help and independence since return to school in June 2020.

- In September the focus will be on the prime areas of the EYFS: PSED, CL+ PD.

- PSED foci establishing new routines and supporting well-being through nurturing relationships.

- There will be reduced capacity to develop on-line learning material in Sep 2020 for children self-isolating as all staff will have returned to work.

- Strong focus on

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				children's self-help skills.	
School unable to meet full provision required in line with EHCP	4x1=4 Low	• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. <mark>Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</mark> • Access support through health and social care offer • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service	Yes	• Since March 2020 weekly review with LA officer re EHCP risk. • Additional physical resources to match targets have been purchased to support home learning. Most children with EHCP/ISEY attended during lock-down unless a health condition prevented this. No support professionals attended settings. • Schools to provide full provision in line with EHCP from 1/9/2020.	1x3=3 Low
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who	3x2=6 Medium	• 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	Yes	• Parents have home learning support from social media platforms and Tapestry.	3x1=3 Low

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can't attend school, as well as those that continue to be out of school		• 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		• Shielded staff have led this provision. Less staff available in future as shielded staff to return to work in Sep 2020. To continue to develop the content of the home learning section on new websites from 1/9/2020.	
Pupils moving on to the next phase in their education are ill-prepared for transition	3x2=6 Medium	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Yes	• LA Transition document meetings have taken place between SLT/ teachers in nursery and feeder schools. • Updated virtual tours are being developed.	3x1=3 Low
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	1x4=4 Low	• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout	Yes	Staffing planned for each school before the summer holidays for implementation 1/9/2020. Sufficient	1x3=3 Low

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				staffing in place to meet DSL/ SLT/ first aid roles across each school. 1/9/2020 <mark>Review status of staff re summer holiday destinations as increase in destinations requiring quarantine. May need to use agency staff to cover.</mark>	
Identify staff unable to return to school	1x4=4 Low	• XXX staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded	Yes	• All staff will RTW in Sep 2020. If there are periods of self-isolation staff can support remotely with on-line learning for children on Tapestry and through social media. • PPE to be provided by the schools.	1x3=3 Low
Staff are insufficiently briefed on expectations	1x4=4 Low	• 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. • <mark>Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3)</mark>	Yes	• Planned whole staff inset induction to site 1/9/2020 re this risk assessment for feedback and amendment as a	1x3=3 Low

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		• 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 have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)		working document. • 1:1 and group supervision in place. • <mark>Review Health & Well-Being Policy and adopt at FGB Sep 2020.</mark> • 1/9/2020 briefing on local/ bubble lockdown to be absorbed and acted upon. • Staff handbook in place • Trained mental-health first aider in place in each school. • Staff are made aware of our infection control procedures in relation to coronavirus and contact the school immediately if they believe they have been exposed.

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				• The school staff team report immediately to the Executive Head Teacher or Head of School any cases of suspected coronavirus, even if they are unsure. • The school will follow all processes and advice from the relevant authorities, including compliance with track and trace procedures.	

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	3x2=6 Medium	• 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.	Yes	• Additional/ alternative drop off and collection points have been in place in summer term and will continue in autumn term to reduce build-up of parents at school premises. • One way markings	3x1=3 Low

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		• 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		in place at ACNS and SFNS school due to narrow corridors and multi-agency site use. • Mixing of children's groups kept to a minimum. • Signage in place and under continuous review. • EYFS ratios will be maintained at all times.	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	1x4=4 Low	• Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly.	Yes	• All learning environments have been reviewed in summer term and access to soft furnishings and soft toys reduced. • Avoid transporting of resources between units.	1x3=3 Low

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Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	1x4=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	• Restricted access to office spaces. • Additional staff room space made available to support social distancing. SLT locations reviewed for maximum number.	1x3=3 Low
Queues for toilets and handwashing risk non-compliance with social distancing measures	4x1=4 Low	• 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 and sufficient time is allowed to do so. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • <mark>Children are encouraged not to touch peers.</mark> • 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. • <mark>Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.</mark>	Yes	• Staff support intimate care for young children with PPE and ensure a clean nappy changing area before use. • Children access toilets 1-1 during play and also supervised in small groups by key worker at transition points of the day. • Children to be supported to clean hands on entry to and exit from nursery, before eating, after using a tissue and when dirty.	3x1=3 Low

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				• There is a cleaning programme to ensure toilets are cleaned at least twice a day. • Soap and paper towel access to be monitored by practitioners and cleaners. • Young children cannot socially distance but discussion can be had about creating safe spaces at group time and what social distancing is and how to keep safe. • We promote the PHE hygiene with posters & on websites	
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	1x4=4 Low	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • Enhanced 'deep clean' to take place prior to the wider opening of the school. • An enhanced cleaning schedule is agreed and implemented	Yes	• Increased cleaning hours across sites introduced in summer term will continue in the	1x3-3 Low

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not undertaken to the standards required		which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity		autumn term. • Practitioners will continue to include touch cleaning towards the end of each session in each unit. • Toilets to be cleaned at least twice a day.	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	1x4=4 Low	• 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 if a staff member or pupil displays symptoms. . (added in v3) • For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.	Yes	• Use disposable cloths, disposable mop heads in areas where COVD-19 symptoms have been evident. • Store securely on site in COVID 19 yellow bin. • If school is closed key worker/ vulnerable parents are able to access the other schools in	1x3-3 Low

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				• cluster/ federation. • Each school has emergency packs of PPE with face visors if required. • Designated spaces for children with symptoms and outside will be used. Children may need to move to a different room whilst cleaning is taking place. • Staff briefed on Federation 'Infection Control policy' June 2020.	
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	4x1=4 Low	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3) • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. <mark>Handwashing for 20 seconds minimum encouraged.</mark>	Yes	• Housekeeping teams to ensure daily, comprehensive cleaning takes place that meets the National Guidance and is compliant with our Health and Safety and COSHH policies.	3x1=3 Low

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		• Reinforce 'catch it, kill it, bin it' message. <mark>Use of e-bug learning from Public Health England.</mark> • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.		• Monitoring of soap, hand towels & sanitiser stock and Milton by cluster SBM. • Classroom staff to sanitise touch points regularly throughout the day. • Age groups remain separate indoors and out. • All staff are aware of the cleaning/ isolation/disposal requirements for a suspected case of COVI|D-19. • PHE posters and website support handwashing and part of early years curriculum. • Staff responsible to store own face masks but school will have bags available.

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				• No staff or pupils to wear face masks on site. • Parents to be responsible for storage of own masks. Nursery will have accessible disposable masks for parents if required.	
Inadequate supplies and resources mean that shared items are not cleaned after each use	3x3=9 High	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts • 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	• Resources for continuous provision for children to access have been reduced. Resources will not be shared between the identified groups of children unless thoroughly cleaned prior to their redeployment. • Studio, mark-making and stationary resources organised so accessed by one group only e.g. 1 set for am and 1 set for pm children. • RA for sensory play	2x3=6 Medium

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				access - • Avoid group play for clay/ dough/ sand/ water. Use of individual trays/ resources that can be cleaned or thrown away after use. • Review 1/9/2020 with staff how to access sensory play safely	

13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	3x3=9 High	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • 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 <u>flowchart</u> from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health	Yes	• Review again with staff 1/9/2020. • Our schools will notify Ofsted of confirmed cases of COVID-19. • Self-isolation period for people that have symptoms of coronavirus or that have received a positive test result	2x3=6 Medium

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		England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97 m2l 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).*		has now increased from 7 to 10 days. • Review to ensure all senior leaders understand on-line reporting system.	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	1x4=4 Medium	• 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	Yes	• Designated areas within each school separate from the group. • Follow up cleaning to include designated space	1x3-3 Low

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		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		and any other areas that have been impacted. • Use of door closures and adequate ventilation in rooms. Use of outside weather permitting. • Emergency packs of PPE required for each group of children. • H&S governor in close contact with the EHT regarding risk assessments and H&S arrangements. • All staff aware of eligibility for and requirement to request a key worker COVID-19 test if symptoms arise. • SLT aware of RIDDOR reporting arrangements via BCC.

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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	1x4=4 Low	• Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE. • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance	Yes	• Current government guidelines state that -the majority of staff in education will not require PPE beyond what they would normally need for their work, even if they are not always 2 metres from others. However, staff who would feel more comfortable wearing PPE, including gloves, aprons, face coverings and visors should feel free to do so. • Details of how to put on and take off gloves have been shared with staff and will be reviewed again 1/9.2020 for reminder and for returning or temporary staff.	1x3=3 Low

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				• All staff to be reminded that the wearing of gloves does not replace the need for regular and thorough hand washing. • Posters are displayed.	
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	1x4=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	Yes	• Staff use PPE for intimate care as part of usual practice. • Emergency packs of PPE in place. • SBM to review and monitor usage and purchase to maintain stocks	1x3=3 Low
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site	2x3=6 Medium	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and	Yes	• SLT and admin teams to manage access to the sites. • All non-emergency	2x3=6 Medium

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whilst school is in operation may pose a risk to social distancing and infection control		contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, 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), including contractors who works across sites or schools. • 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		site works planned in advance and details shared with SLT/ BSM/ Admin teams. • Mask use required by contractors on site where social distancing of at least 2 metres cannot be maintained. • All contractors must follow the normal procedures for risk assessments and method statements. • Landlord Approval will continue to be sought where necessary.	

Fire procedures are not appropriate to cover new arrangements	1x4=4
	Low
		• Fire procedures have been reviewed and revised where required, due to:
		  o Reduced numbers of pupils/staff
		  o Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes
		  o Social distancing rules during evacuation and at muster points
		  o Possible need for additional muster point(s) to enable social distancing where possible
		• Staff, pupils and governors have been briefed on any new evacuation procedures.
			Yes	• No changes to the fire evacuation plans since there last review (June 2020). Staff to be reminded at the outset of the Autumn term.
				
				• Continue to ensure a minimum of 1 test
					1x3-3
					Low

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		• Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with COVID plan.		evacuation per term. • Additional (virtual) fire marshal training took place at ACNS in June 2020 to ensure coverage). This needs to be updated in the Autumn term with face to face training. • No amendments to plans for children.	
Fire evacuation drills - unable to apply social distancing effectively	1x4=4 Low	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	Yes	Adults socially distance and young children unable to socially distanced so they will be grouped into key person groups to ensure adequate supervision.	1x3=3 Low
Fire marshals absent due to self-isolation	1x3=3 Low	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	Yes	There are multiple fire marshals across each of the schools with enough capacity.	1x3=3 Low
Statutory compliance has not been completed due to the availability of contractors during lockdown	3x2=6 Medium	• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. • LA support is in place	Yes	○ All 3 schools have maintained the routine flushing of their water systems throughout lockdown	3x2=6 Medium

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				and holiday periods, whether the buildings were in use or not to ensure safety.	
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	1x4=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	Yes	o There is a COVID 19 cost centre so expenditure can be monitored. Cleaning hours have increased. o The LA has confirmed that MNSs are able to claim for lockdown opening in September and funding for the autumn term will be guaranteed and not dependent on pupil numbers attending • Governors have been actively involved in the task of monitoring the impact of COVID-19 on the school's budget.	1x3=3 Low
16. 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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Considerations
- Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.
- There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	1x4=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 or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported (added in v3). • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.	Yes	• Cluster EIA completed June 2020. • High proportion of BAME staff across 1 cluster. o Individual risk assessments in place for vulnerable staff. o EHT use of HR	1x3=3 Low

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		- Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. - All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>. - Current government guidance is being applied. - Consider advice from Public Health England regarding BAME staff in section above. - Seek advice from Occupational Health Service		Services for schools COVID – 19 Coronavirus- Management guidance for schools V26 15/5/2020 o No cases of positive COVID 19 testing among staff during summer term. • Shielding paused 1/8/2020. • All staff to RTW 1/9/2020 • Shielded staff to go back to work as long as workplace is COVID secure. • Keep overall social interactions low. • Keep 2m away from others wherever possible or 1m plus other precautions. • Wash hands carefully and more frequently than	

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				• usual. Maintain thorough cleaning of frequently touched areas in workplace. • Annual flu programme. Households eligible where extremely vulnerable member. • EHT reviewed health status of staff in vulnerable/ extremely vulnerable health categories in July 2020 and will arrange review with all staff 1-1 in Sep 2020 for changes and updates.	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	1x4=4 Low	• No. of BAME staff • No. of BAME staff risk assessed and requiring to remain shielded at home • No. 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.	Yes	• Regular welfare contact for support. Offering wellbeing support when required. Daily meeting opportunities with SLT for frontline staff. • Staff are	1x3=3 Low

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				• encouraged to focus on their wellbeing. • Line managers are proactive in discussing well-being with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff have been signposted to useful websites and resources.	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	2x4=8 High	• No of BAME pupils • No of BAME pupils risk assessed and requiring to remain shielded at home • No of BAME pupils able to return but requiring additional support • 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	• One of our schools serves a predominantly BAME community and the other two serve communities of very mixed ethnic origin. • Some parents did not feel confident about returning in the summer term.	1x3=3 Low

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			• Information has been shared throughout lockdown to support parents and pupil anxiety. • Experienced DSLs and First Aid Metal Health trained staff on each site. ○ Shared government expectations for schools on websites and through telephone consultation with prospective parents. ○ Reassurance re safety measures. ○ Ensure factual accuracy of messages. ○ Emphasis on outdoor play. Washing hands, separate groups of children, adult social distancing and letter to parents.	

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	■			o Ensure all prospective parents are aware of system of controls when children start in September 2020.	■
Parents do not follow advice on social distancing when visiting the school	1x4=4 Low	• Visitors (including parents/ carers) to the school may be restricted to one area, or to an allocated appointment time. • Arrangements for visiting the school are communicated to parents/ carers. Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings.	Yes	o Floor markings and one-way systems required. o Staff handbook o Parent declaration form with responsibilities	1x3=3 Low
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	1x4=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. A new safeguarding model needs to be adopted from September 2020. Link added in v3.	Yes	• All risk assessments are being reviewed by SLT team. Updates regarding COVID-19 have been threaded throughout. • Safeguarding Policy has a COVID 19 section with new LA policy to be adopted by FGB Sep 2020. New Federation Infection Control Policy (Summer 2020).	1x3=3 Low
Risks are not comprehensively assessed in every	1x3=3 Low	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:	Yes	o Co-located partners and provisions have been risk assessed	1x2=2 Low

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| area of the school, including nursery and resource base if applicable, in light of COVID-19, | | 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 | | in June 2020. | |

| **18. Home to School Transport** | | | | | |

Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

Keys points include:
- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.

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

| **Pick up and drop off times** | 3x3=9
High | • As per <u>Government guidance</u>:
• *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend*
• *tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)*
• *make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-* | Yes | o Only one parent to attend site. Pre-arranged appointments only.

o No gatherings.

o Social distancing. | 2x3=6
Medium |

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		arranged appointment, which should be conducted safely) • *talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful* **In addition:** • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. • <mark>Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.</mark> • Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • <mark>Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</mark> • <mark>Additional cleaning of designated school transport.</mark>		o Use of playgrounds for transitions in and out of nursery where possible. o On-way systems to continue where implemented previously. o Additional entrances and exits to be utilised, as per Summer Term. o Staggered start and finish times to be used where implemented in the Summer Term. o Refresh site signage, distancing lines etc.	
Children arriving late as a result of journey to school	3x3=9 High	• As per <u>Government guidance</u>: ➢ ***Children, young people and parents are encouraged to walk or cycle where possible*** ➢ *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for</u>*	Yes	o Alert staff to guidance on safe travel as part of risk assessment on 1/9/2020 o Give advice to	2x3=6 Medium

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> _passengers_
> ➢ _ensure that transport arrangements cater for any changes to start and finish times_

In addition:

- Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.
- Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.
- Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.
- If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us
- Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.
- Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.
- **For further information and guidance regarding any of the above points see:**
- **www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk**

parents on safe travel. Upload the government/ NHS poster on passenger safety to websites.
'Plan your journey, on your journey and after your journey'

o Promote use of waking/ cycling or scooting to school as healthy mode of travel in pre-entry early help assessment meeting with parents

o Promote use of masks and social distancing when travelling to school.

o Staggered arrival times for different units to avoid congestion at school site.

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Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient	1x3=3 Low	• Schools' individual requirements are discussed with Home to School Transport to prepare for full return. • Schools are aware of the proposed routes and vehicle allocations for September opening • Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening • parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers	Yes	o Not applicable at ACNS, JNS & SFNS are all LA Maintained Nursery Schools. o Children with EHCPs remaining in Nursery and not transferring to Reception all live locally.	1x3=3 Low
Travel anxiety for new starters to secondary school	1x3=3 Low	• 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)	Yes	o Not applicable at ACNS, JNS or SFNS as all are LA Maintained Nursery Schools for children aged 2-4 years.	1x3 Low
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur	3x3=9 High	• School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.	Yes	o For individuals or groups of self-isolating pupils, remote education plans should be in place. o In place - DFE home	2x3=6 Medium

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		• Preparation for learning continuity in the event of local or bubble lockdown (added in v4)
		   o Blended learning offer to support continued delivery.
		   o Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. <mark>Consideration of remote learning for young pupils or those with SEND.</mark>
		https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19
		• Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4
		https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19
		• Information and guidance have been shared to support parents and carers of children who are learning at home
		https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)
		• Resumption of original Risk Assessment to consider phased opening as appropriate
		• Parents have been informed of the school's procedures for local/ bubble lockdown
		• Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020
				learning for 2-4s on websites.
				
				o Home learning support will include more content on the 'home learning' section of our websites if a local lockdown occurs.
				
				o Home learning ideas will continue to be uploaded on Tapestry and social media platforms, subject to our staffing capacity.
				
				o Developmentally appropriate resources for children with SEND will link to learning needs and be available for home use.
				
				o Information to be provided on websites to parents detailing the school's procedures in the event of a local or group lockdown.	

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				• In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools have a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. Units may close for an isolation period if there is a confirmed positive COVID 19 case in school. If schools are closed in local are each school may revert back to opening for key worker children and vulnerable

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children. Children may be asked to attend a different school in the federation dependent on local circumstances.

Extremely vulnerable children/ staff may be required to restart shielding.

Advice on information content will be sought from PHE if there is a suspected case.

Business Continuity Plan reviewed July 2020.

See ACNS/JNS/SFNS Cluster July 2020 policy re:'Preventing and Managing Sickness including outbreaks

- Risk Procedures and Risk Assessment

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The full re-opening risk assessment has been shared with cluster SLT and cluster governors electronically for feedback in August 2020 but will be shared with all staff 1/9/2020 and will be subject to ongoing change following consultation and changing requirments. We will listen and talk to staff about how the schools will manage risks presented by coronavirus and make the school COVID-secure.					

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