Birmingham City Council's Risk Assessment Template

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Risk Assessment Tool (v10 hybrid Jan 2021)

Introduction

The government plan is for the full return of all pupils from September 2020 (updated in line of national lockdown from 5th November 2020): **https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools. In January 2021, government announced a full lockdown and restriction of on site attendance to vulnerable and critical worker pupils only. The latest guidance is here:** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

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

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

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

Please also consider the school-based program for mass testing using the Lateral Flow Device (LFDs) rapid test. A separate appendix has been created to be added to your base Risk Assessment (under review following a change in DFE guidance to pupil testing): https://www.birmingham.gov.uk/downloads/file/18442/risk_assessment_annexe_mass_testing_issued_4_january_2020

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Risk Assessment Tool (v10 hybrid Jan 2021)   **16/02/2021**

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.

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

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

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

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

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

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	https://www.gov.uk/government/publications/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

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https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools
https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings
https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers
https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
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, updated v7)
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)

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	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
	https://www.gov.uk/government/news/update-on-face-coverings-in-schools
	https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak
	https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020 (29/09/2020)
	https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year (01/09/2020)
	https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020

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	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 (4/11/2020)
	https://www.gov.uk/guidance/new-national-restrictions-from-5-november (5/11/2020)
	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-
	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf
	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953215/Guidance_for_special_schools__specialist_post-16_providers_and_alternative_provision_during_the_national_lockdown.pdf
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)
	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

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	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/ RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield	

Version No.	Page – Edits (page numbers correct at point of publication of that version)	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 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	**Dated 09/07/2020, Published 10/07/2020**

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3	P1 reference to location of version control table for latest updates	17/07/2020
	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 considering 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 enough 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	
	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	

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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	**28/07/2020**
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 critical 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	**06/08/2020**

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	P24 encouraging children not to touch peers 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	
6	Spelling and grammar checks throughout P5 link to latest statement on face coverings in schools P5 link to latest guidance on out of school settings P14 additional information on music classes and events P17 updated information on out of school club group sizes and maintaining records to keep groups under review P40 reference of face coverings for pupils in lockdown circumstances	**27/08/2020**
7	P1 reminder of updated link to full reopening DfE guidance P1 links to PH guidance, flowchart, checklist and FAQs P5 removal of reference to shielding throughout due to updated guidance, guidance link highlighted P6 link to new guidance ref managing demand and capacity of public transport P6 link to attendance reporting guidance P6 link to Royal College of Paediatrics and Child Health guidance on shielding and self-isolation P11 reminder of DfE attendance return, numbers isolating and record keeping P11 link to shielding update and consideration of individual risk assessments P12 review of bubble sizes and limiting interaction between bubbles P13 furniture placement to support with distance between teacher and pupils P14 immediate access to remote learning available for pupils who cannot be in school on health grounds P15 regular review of control measures and their implementation P15 risk assessment required if external provider operating on site	**06/10/20**

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	P17 focus on vulnerable children and ensuring DSLs maintain contact with social workers/family support if bubble isolation occurs P18 reminder of attendance guidance P23 informing critical workers of non-attendance of vulnerable children P24 link to additional mental health support for pupils and staff P29 regular review of PH FAQs and guidance, and updating the links to checklist whether for a suspected of confirmed case P40 changes to social distancing procedures on dedicated school transport P40 limiting demand on public transport at peak times P42 use of face covering in communal areas where social distancing cannot be maintained P42 consider impact of isolation on vulnerable children	
8	P1 contents page added P2 updated date of guidance notes P7 links to latest guidance weblinks P13 arrangements for clinically extremely vulnerable pupils P14 shortfall in staffing P14 support for pupils isolating or clinically extremely vulnerable P16 reducing contact between groups P23 staff briefing on pupils and staff at home, ensuring contact if isolating P25 summer exams to be held 3 weeks later than usual P26 plans for intervention for learners who are isolating P27 new national lockdown restrictions and guidance for staff who are clinically extremely vulnerable P39 staff who are clinically extremely vulnerable or working from home P45 blended learning for those who are isolating P45 parents aware of school procedures for lockdown	09/11/2020
9	P17 consideration into use of prayer rooms P29 alternative arrangements for prayer	16/11/2020
10	P1 Reference to new DfE guidance P1 Reference to asymptomatic LFD mass testing (appendix) Changing 'key worker' to 'critical worker' throughout P7 Weblinks to latest DfE guidance on schools and special provision P14 Attendance on site prioritised to Critical Worker/Vulnerable Children only	18/01/2021

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	Reference to shielding / Clinically Extremely Vulnerable guidance p14 and throughout P15 Blended on site and remote learning. P16 Section on attendance in special schools P17 Section on attendance for resource base pupils P19 Consideration of bubble sizes to meet needs of on site provision, and moving to age-related bubbles P20 Reference to asymptomatic mass testing, guidance under review P21 Robust remote learning offer for the majority of pupils and publication of offer P22 Safeguarding and multi-agency support for vulnerable pupils not attending P23 Registration for on site and remote learners P24 Educational day visits not recommended currently P25 Ensuring FSM vouchers for pupils on and off site P28 Removal of reference to summer exams P30 Consideration of hub arrangements or collaboration with other schools/MAT to support pupils on site or with shared remote learning P30 ongoing support for vulnerable pupils on site P30-31 Staff deployment P41 ongoing water and fire tests, ensuring cover for key site staff if required	

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Y/N)	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		• Planning for full attendance of all year groups (critical worker and vulnerable pupils only on site in lockdown) and where possible complete the daily DfE attendance return.	Y	Daily return completed by OW. Critical worker provision reviewed fortnightly. Nursery open in lockdown – minimal numbers chosen to attend.	
		• Phased return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school, with PH and LA.	Y		
		• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19	Y		
		• Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school during lockdown and arrangements should be made to continue education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.	Y		
		• Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments.	Y		
		• Any specialist equipment required is returned to school/additional equipment made available to support return	Y		
		• Readiness to implement Test and Trace as set out in section 7 the latest guidance.	Y		
		• Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds where best accommodated on site.	Y	OW and PJ work on this – home visits by SLT	
Number of staff available is lower than that required to teach classes in school *(cross reference with risk*		• 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	Y		

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assessment on staff health and wellbeing)		under 2-year olds) / 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc.		

assessment on staff health and wellbeing)		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, updated 18th August) • Full use is made of those staff who are self-isolating but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. This supports curriculum delivery for pupils learning from home and critical workers/vulnerable pupils on site. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Size of Bubbles is changed, moving from a full class bubble for majority of the classroom time to a year group bubble or vice versa, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools). It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts.	Y Y Y Y Y Y Y	Google classroom being utilised effectively. Laptops to support access distributed. Mix of class and year group, depending on age.	

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		• 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)	Y	Supply LTS long term
		• 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.	Y	
		• Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable, 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.	Y	LFT is in place for those staff who consent. Training given to all.
		• 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**	Y	
		• Remind/Encourage staff that are eligible for a free NHS flu vaccination of the importance of ensuring they are protected from such illness **https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/**	Y	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		• Review in-year school admissions expectation with critical admission staff.	Y	Admissions procedures working well, new children admitted in two year groups in spring term.
		• Ensure critical school contact and related resources in place.	Y	
		• Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.	Y	
		• Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2)	Y	

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		0 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.				
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		• Review EEE termly admissions process • Funding questions are emailed to NEF@Birmingham.gov.uk (added in v2) • Ensure critical school contact and related resources in place • Ensure parental declarations are completed and signed each term 0 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.	Y Y Y Y	New child admitted to Nursery in spring term. Further child with SEND being offered.	
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		• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 670 maximum number of children and 75 staff that can be accommodated in school on any given day with a teacher per 'bubble' • 18 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks. • Reduced contact between groups. • 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) and to enable distance between teaching staff and pupils. • 0 of unused classrooms that could be utilised • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan	Y Y Y Y Y Y Y Y	EYFS organised differently to suit curriculum.	
Classroom and timetable arrangements do not		• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups.	Y		

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allow for all pupils to attend in line with guidance		Potentially consider reducing the need to move between basic class spaces. This will change to age-related bubbles during lockdown.		
		• Classroom size and numbers reviewed through daily planning. Consideration of bubble sizes to accommodate as many vulnerable pupils and critical workers as safely as possible.	Y	Maximum of 15 per group for critical worker provision.
		• Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing.	Y	
		• Spare furniture removed that will not be used.	Y	
		• Clear signage displayed in classrooms promoting social distancing.	Y	
		• Hand washing facilities identified for each learning zone	Y	
		• Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice.	Y	Oak Academy used where bubbles not closed, or learning packs if requested.
		• In primary schools, classes stay together with their teacher and do not mix with other pupils. This will change to age-related bubbles during lockdown.	Y	
		• Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual.	Y	
		• In EYFS handwashing supervision is in place. (added in v2)	Y	Minimal cover – SLT cover where possible.
		• Consideration of staffing changes to cover absence.	Y	
		• 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	Y	
		• Encourage use of outdoor space, weather dependent	Y	Lunchtime in classrooms for all year groups – half inside and half outside.
		• Stagger lunchtimes to align with staggered start and finish times.	Y	
		• Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option.	Y	
		• Consider lunchtimes in the classroom for younger year groups.	Y	

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		• Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3) • Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures.		Designated rooms for staff lunches.	
There is a need for review use of space; to allow for the school to fully operational		• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe. • Design layout and arrangements in place to enable social distancing • The EYFS environment is re-organised to meet requirements of social distancing where appropriate. • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Consider participation in the Asymptomatic (mass) Testing Programme that has been announced by the Department for Education (DfE) for commencement in January 2021, currently for staff. See additional annexe to RA (under review). • 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.	Y Y Y Y Y Y Y	Home LFD testing in place.	

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		• Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing.	Y	Virtual during lockdown
		• 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. A separate Risk Assessment from any external provider operating on site is required and reviewed.	Y	
		• Encouraging audiences to events to undertake safety measures and maintain social distancing.	Y	No events taking place at present
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		• 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.	Y	
		• A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available.	Y	
		• Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance.	Y	
		• Clarify arrangements for pick-up/drop-off, break times, as well as expectations for free study periods	Y	
		• NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc.	Y	
		• For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.	Y	
		• Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion	Y	

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		• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19	Y		
		• Bring any support requests to weekly LA SEND Panel	Y		
		• Requests for support for vulnerable families sent through Early Help Hubs	Y		
		• LA support for individual or complex cases	Y		
		• NS/NC bring any support requests to weekly LA ISEY Panel	Y		
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		• Critical 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.	Y		
		• Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy	Y		
		• Ensure contact details of families are up to date.	Y		
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		• 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.	Y		
		• Refer to school's hygiene policies	Y		
		• Accessing the learning available from DfE:			
		• Clarity around attendance expectations; when COVID-19 is a risk factor within the family and remote learning offer	Y		
		• Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents	Y		
		• https://www.forwardthinkingbirmingham.org.uk			
		• Information about how to connect families to local support is available here.	Y		
		• Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.	Y		

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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 on site		• Start and departure times are staggered.	Y		
		• The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.	Y		
		• Different entrances/exits are identified and used for different groups.	Y		
		• Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.	Y		
		• 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.	Y		
		• Floor markings are visible where it is necessary to manage any queuing.	Y		
		• Attendance patterns have been optimised to ensure maximum safety.	Y		
		• 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.	Y		
		• DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify critical workers (social workers, family support).	Y		
Daily attendance registers for new cohorts are not in place		• Class teachers responsible for completion of school daily attendance registers for onsite and remote learners (recommended)	Y		
		• OW responsible for completion of DfE daily submission (if applicable)	Y		

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		• Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. • There's separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.	Y Y		
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		• Critical 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.	Y Y Y		
Resumption of day visits		• Currently not recommended. To be updated in due course. Please continue to work with the Educational Visits Advisory Service.	Y		
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		• FSM Voucher scheme is continued • A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. FSM vouchers are given to families who are not in attendance and are eligible • Issues with food poverty to be addressed through application to Early Help Hubs	Y Y Y		
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. • Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one	Y Y	Not taking place in lockdown. Regular communication with Orchids as needed.	

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		staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day, then schools should use consistent groups. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible. • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies	Y Y Y Y Y Y		
Meals are not available for all children in school		• 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	Y Y Y Y Y Y Y		

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

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School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19		• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. Link added in v3. A new safeguarding model needs to be adopted from September 2020.	Y Y Y Y Y Y	INSET session Feb 21 Additional DSL from Jan 21 Safeguarding Policy adopted September 2020	
High risk of increased disclosures from returning pupils		• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. • 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	Y Y Y Y Y	DSL on site at all times Home visits where needed	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing		• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have	Y	Shared with families as needed.	

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support for pupils returning to school		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.	Y	Counsellor drop ins for staff arranged in spring 21	
		• 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.	Y		
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		• 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.	Y		
		• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice	Y		
		• Staff model social distancing consistently.	Y		
		• The movement of pupils around the school is minimised.	Y		
		• Large gatherings are avoided.	Y		
		• Break times and lunch times are structured and closely supervised.	Y		
		• 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.	Y		
		• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.	Y		

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		• Messages to parents to reinforce the importance of and exhibit social distancing.	Y		

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		• 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.	Y		
		• Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty.	Y	Laptops and routers requested and received to support digital poverty.	
		• Up to and including critical 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.	Y		
		• Focus on returning to normal curriculum by summer term 2021,	Y		
		• 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.	Y		
		• Additional financial support has been made available to schools to address gaps in learning.	Y		
		• Plans for intervention are in place for those pupils who have fallen behind in their learning, or isolating and are supported through home learning	Y	National Tuition Programme to be implemented.	
		• Consider the response to young children who have fallen behind in their self-care skills	Y		

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		• School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school	Y		
		• Ensure that critical workers with vulnerable children are notified if children are not attending school when not in an isolating bubble	Y		
School unable to meet full provision required in line with EHCP		• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school	Y		
		• Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.	Y		
		• Access support through health and social care offer	Y		
		• Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service	Y		
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school		• Access BEP offer for online resource	Y		
		• Review online offer for pupils that are unable to attend school	Y		
		• Learning offer for pupils unable to access online resources	Y		
		• Access Early Help Hub support for those pupils affected by ICT poverty	Y		
		• Differentiate offer for eligible children that can't attend school to support future transition	Y		
		• Staff deployment including support workers, trainees and volunteers	Y		
		• Setting up arrangements with local schools or schools within MAT to accommodate learners on their school site should a school have to temporarily close, or to support schools with high KW or VC cohort numbers during lockdown.	Y	Would consider if necessary under advice of BCC	

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		• Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer.	Y		
No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are not attending school		• Review numbers of children attending school • Encourage pupils to take up offer of place • Engagement of appropriate services for families not engaging • Identify staff resource to manage curriculum offer • Set out short/medium term offer for this group of children. Planning scheduled for longer term offer • Curriculum leads in school meet regularly to review impact of plan	Y Y Y Y Y Y	Remote learning available for all children when not attending.	
Pupils moving on to the next phase in their education are ill-prepared for transition		• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • 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.	Y Y Y Y Y	New mentors to support this.	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained		• 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 • Staff deployment including support workers, trainees and volunteers	Y Y Y Y		

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		• Setting up arrangements with local schools or schools within MAT • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos.	Y Y		
Identify staff unable to return to school		• 0 staff clinically extremely 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. • The Government's New National Restrictions from 5 November until 2 December advise the clinically extremely vulnerable to work from home during this period of lockdown. If they cannot work from home, they should not to go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance. • Identify specific activities for staff who are vulnerable	Y Y Y	1 member of staff – long Covid	
Staff are insufficiently briefed on expectations		• 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. Information about the extra mental health support for pupils and teachers. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • 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	Y Y Y Y Y Y	Phase briefings weekly and staff INSET. Phase leaders check in regularly with phase.	

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		• Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)	Y		
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		• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a critical worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school • Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe	Y Y Y Y Y Y Y Y Y Y Y Y Y Y		
The size and configuration of classrooms and teaching spaces does not		• 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	Y Y		

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support compliance with social distancing measures		• 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.	Y Y Y Y		
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines		• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • 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	Y Y Y		
Queues for toilets and handwashing risk non-compliance with social distancing measures		• Queuing zones for toilets and hand washing have been established and are monitored. • 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 enough 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.	Y Y Y Y Y Y Y Y		

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		• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.	Y	
		• Children are encouraged not to touch peers.	Y	
		• 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.	Y	
		• Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.	Y	

11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies				
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required		• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies	Y	Deep cleans during lockdown and Feb half term.
		• Enhanced 'deep clean' to take place prior to the wider opening of the school.	Y	
		• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.	Y	
		• Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces	Y	
		• More frequent cleaning of rooms / shared areas that are used by different groups	Y	
		• Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.	Y	
		• Toilets to be cleaned every morning break, lunchtime and at the end of the school day.	Y	
		• Outdoor playground equipment should be more frequently cleaned.	Y	Set allocated to each class
		• Seek LA support to manage insufficient capacity	Y	

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Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance	Y		
		• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact	Y		
		• Sufficient and suitable equipment is available for the required clean	Y		
		• Adequate waste disposal arrangements are in place to dispose of contaminated equipment	Y		
		• Alternative arrangements are in place for vulnerable pupils and critical worker families in case the school needs to close for a Covid-19 clean	Y		
		• Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. (added in v3)	Y		
		• For EY suitable PPE equipment is available if 2m from the child cannot be maintained.	Y		
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		• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.	Y		
		• Appropriate measures to supervise effective hand washing of young children are in place	Y		
		• 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)	Y		
		• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged.	Y		
		• Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England.	Y		

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		• Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.	Y		
Inadequate supplies and resources mean that shared items are not cleaned after each use		• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff	Y		
		• A plan is in place to clean resources which have been taken home.	Y		
		• Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.	Y		
		• 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.	Y		
		• 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	Y		
		• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products	Y		
		• The governing board finance committee is aware of any additional financial commitments	Y		
13. School level response should someone fall ill on site in line with government guidance					

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Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school		• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.	Y		
		• 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.	Y		
		• This guidance has been explained to staff and pupils as part of the induction process.	Y		
		• Regular review of the latest information across senior leadership and staff members: **https://www.birmingham.gov.uk/COVID-19_schools_faqs**	Y		
		• Use the **flowchart** from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort.	Y		
		• Staff are aware of the location of the emergency PPE pack.	Y		
		• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.	Y		
		• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines	Y		
		• Report cases of to the Health Protection Team in Public Health England using the online guidance and **checklist**.	Y		
		• Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.	Y		
		• 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**	Y Y		
			Y		

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		• 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).*	Y		
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a critical person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.	Y Y Y Y Y Y		

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		• 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**	Y			

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		• 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	Y Y Y Y Y Y Y Y			

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PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home		• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • 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	Y Y Y Y		
15.　Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the **symptoms associated with Coronavirus covid-19**, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments	Y Y Y Y Y Y	Managed by Engie	

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		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	Y		
		• Where BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building	Y		

Fire procedures are not appropriate to cover new arrangements		• 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
			Y		

		• Staff, pupils and governors have been briefed on any new evacuation procedures.	Y		
		• Incident controller and fire marshals have been trained and briefed appropriately.	Y		
		• Fire drill arranged in line with Covid plan.	Y		
Fire evacuation drills - unable to apply social distancing effectively		• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	Y		
Fire marshals absent due to self-isolation		• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.	Y		
		• Staff appropriately trained in fire marshal duties as required.	Y		
Statutory compliance has not been completed due to the availability of		• All statutory compliance is up to date.	Y		
		• Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist	Y		

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contractors during lockdown		contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date.			
		• Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes.	Y		
		• Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away	Y		
		• LA support is in place	Y		
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.	Y		
		• LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.	Y		
		• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.	Y		
		• Additional sources of income are under exploration.	Y		
		• The school's projected financial position has been shared with governors and LA or trust.	Y		
		• NS/NC are aware of financial support available to support sustainability	Y		

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

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

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obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The **NHS risk assessment** suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff		• An equality impact assessment is undertaken for staff and pupils	Y		
		• All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc. are supported. (added in v3)	Y		
		• Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.	Y		
		• 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.	Y		
		• 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.	Y		
		• All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance.	Y		
		• Current government guidance is being applied.	Y		

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	<td style="background:red"></td>	• Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service	Y Y		<td style="background:orange"></td>
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	<td style="background:orange"></td>	• No. of BAME staff 19 • No. of BAME staff assessed as clinically extremely vulnerable and requiring to remain at home 0 • No. of BAME staff able to return but requiring additional support 0 • 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.	Y Y Y Y Y Y Y Y		<td style="background:green"></td>
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	<td style="background:orange"></td>	• No of BAME pupils 368 • No of BAME pupils risk assessed as clinically extremely vulnerable and requiring to remain at home 0 • No of BAME pupils able to return but requiring additional support 0 • There are enough 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.	Y Y Y Y Y Y Y		<td style="background:green"></td>
Parents do not follow advice on social	<td style="background:orange"></td>	• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time	Y		<td style="background:green"></td>

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distancing when visiting the school		• 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	Y Y		
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		• 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 <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3.	Y Y Y Y		

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  ○ Different areas of the school including any Early Years and Resource Base provision
		  ○ When pupils enter and leave school
		  ○ During movement around school
		  ○ During break and lunch times
		  ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Y		

18. Home to School Transport					

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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.

Critical 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		• As per Government guidance:	Y		
		• *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend*	Y		
		• *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)*	Y		
		• *make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)*	Y		
		• *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*	Y		
		In addition:			
		• Consider opening school gates earlier so parents can socially distance on the playground	Y		

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		• Stagger start and finish times to ease pavement congestion	Y		
		• 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.	Y		
		• Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.	Y		
		• Consideration of emergency school streets measures as identified in the **Emergency Birmingham Transport Plan** including Car Free School Streets, parking restrictions and reducing speed limits.	Y		
		• 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.	Y		
		• 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.	Y		
Children arriving late as a result of journey to school		• As per **Government guidance**: ➤ ***Children, young people and parents are encouraged to walk or cycle where possible*** ➤ *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the **Coronavirus (COVID-19): safer travel guidance for passengers*** ➤ *ensure that transport arrangements cater for any changes to start and finish times* **In addition:** • Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially	Y		
			Y		

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		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.	Y	
		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.	Y	
		• 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**	Y	
		• 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.	Y	
		• 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.	Y	
		• **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**	Y	
19. Contingency planning for local lockdown				

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No plan in place if an outbreak or local lockdown should occur		• School Business Continuity Plan has been updated	Y
		• Proposed resourcing model is in place should lockdown and partial or full closure be required	Y
		• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.	Y
		• Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.	Y

		• Preparation for learning continuity in the event of local or bubble lockdown (added in v4)
		    o Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable.
		    o Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND.
		https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19
			Y

		• Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4. Publication of online offer. **https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19**	Y
		• 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)**	Y

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		• Resumption of original Risk Assessment to consider phased opening as appropriate	Y	
		• Parents have been informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care).	Y	
		• 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	Y	
		• In local lockdown areas children in Y7 and above should wear face coverings when moving around communal areas where social distancing is difficult to maintain, such as corridors. Consider use of face coverings for pupils outside of local lockdown areas if appropriate.	Y	
		• Consider impact of isolation for vulnerable children and ensure that critical workers are notified of isolation and expected date of return and whether an individual risk assessment would be beneficial.	Y	

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