

Birmingham City Council's Risk Assessment Template

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Introduction

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

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

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- arrangements for testing of pupils and staff
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health:

https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

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

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

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

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

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

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

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

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

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

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

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be $3 \times 1 = 3$. 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 <i>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.</i>	<ul style="list-style-type: none"> • <i>Cleaning regime in place.</i> • <i>Correct safe substance used for surfaces.</i> • <i>Signage available.</i> • <i>Cleaners have received training.</i> • <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> • <i>Undertake specific risk assessment on snow and ice.</i> • <i>Remove all trailing cables in admin office.</i> 	Y	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	3x1=3 Low

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>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</p>	<p>Full opening March 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Early Years and Childcare: https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>Special Schools: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</p> <p>Out of School settings: https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>Testing in primary and nursery schools: https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p> <p>Safe working in education and childcare: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>Compilation of all guidance notes for schools: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>Advice for parents: https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</p> <p>Advice for parents attending Out of School settings: https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>Ofsted guidance and update: https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>Providing meals to pupils: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p>

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	<p>School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Shielding and guidance for CEV: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <p>Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <p>Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>Transport to schools: https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Recording attendance: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</p>
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Governance and other resources	<p>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</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</p> <p>Useful contacts in BCC:</p> <ul style="list-style-type: none"> • 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 <p>Other resources:</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</p>	
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4	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers	1x1=1	<ul style="list-style-type: none"> • Planning for full attendance of all year groups and complete the daily DfE attendance return. • The expectation based on September's return to school is that we will have a minimum of 90% across years 7 – 11 and 95%+ in the 6th Form. • Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. • Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. • Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. • Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. • Testing is voluntary and requires consent. • Sufficient access/supply is available to carry out the 3 tests at school for each pupil. • Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). • Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. 	Yes	<p>A letter has been sent out to all year groups to inform them of the when they need to be in school on their return. Text messages will be sent to parents leading up to the return of the students in September. To allow parents the opportunity to ask questions, the pastoral email address will be on the text messages. The pastoral leadership team will reply to the emails and if necessary, contact the pastoral leadership to contact parents to discuss any concerns they may have.</p> <p>Parents/students will also be invited in, if necessary, to show them all the precautions that have been put in place to keep students safe.</p> <p>Students who have not returned from March 8th</p>	1 x 1=1

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		<ul style="list-style-type: none"> • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. • Good record keeping on testing within school and with PH. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required. • 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 	<p>will be contacted by the pastoral teams and supported in their return. If parents/students still refuse to return, then they will be placed (students in years 7 – 11) on the Fasttrack process. A spreadsheet is in Teams for all pastoral teams to complete to inform leadership who has refused to return. If there are other underlying reasons why a student is not returning, we may consider contacting outside agencies for additional support. Students in Year 13 will be supported to return to school.</p> <p>Parents and students will be informed that government guidance states that there will be no on-line lessons unless a student is absent due to Covid related issues</p>	
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		<p>plans can be found in Section 8 of the guidance for special schools.</p> <ul style="list-style-type: none"> • Home to School transport in place where required. • Preparedness to implement Test and Trace as set out the latest guidance. 			
<p>Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)</p>	2x1	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. • CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • 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 	Y	<p>Generic Risk assessment in relation to managing own risk in school is given to staff in September training session. Risk assessments for staff are updated where required. HR manager holds list of staff available to work in school and cover manager sets daily cover.</p> <p>List of First Aiders to be kept by school nurse and to be informed of any absences from this list. And this is updated daily. staffing for bubbles can be supplemented by cover supervisors and staff with additional capacity on timetables.</p> <p>Staffing levels monitored and a blended learning approach is taken if</p>	3X1=3

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		<p>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.</p> <ul style="list-style-type: none"> • Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. • 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance. 	<p>staffing levels fall below safe levels.</p> <p>School nurse will manage staff testing and isolation guidance.</p> <p>Seating plans and registers will identify which students have been where for track and trace.</p> <p>Isolation room and detention venues have seating plans for track and trace record keeping.</p> <p>Students complete track and trace records at the start of every p1 and p3 lesson.</p> <p>Supply staff will be kept to a minimum and monitoring of required numbers will take place to identify numbers required per week and if appropriate to keep to same staffing. If high numbers of staff become ill or are required to self isolate more supply staff will be purchased.</p>	
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				RAA's are deployed to year bubbles this will be monitored and movement made if required to ensure full coverage.	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	1	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Y	<p>All the processes and procedures for admitting new pupils are in place. Year 8 -11 waiting lists will start again in September follow BCC guidelines.</p> <p>Year 7 waiting list will be given to us by BCC and this will be used to fill the spaces that arise if any student declines their place.</p>	1X1=1
2. Plan how the whole school will be accommodated and encourage attendance					
Measures are not in place to accommodate mandatory attendance	1x2 = 2	<ul style="list-style-type: none"> Reduced contact between bubbles/groups continues to be reinforced Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. Removing unnecessary furniture out of the classroom to make more space. Use of unused classrooms. Engagement of appropriate services for families not engaging Curriculum leads in school meet regularly to review impact of plan. NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk 		Re-modelling of all classrooms to an acceptable safe set up has taken place. Exam desks have been purchased to increase the number of students who can sit at 1 m distance from each other and 2m distance from the teacher. In some specialist rooms such as labs and workshops, this is not always possible. In these cases, students will be	1 x 2 =2

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		<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>seated in consistent pairs, with 1m spacing between each pair. Students will log details of their 'partner' in their planners every lesson where this is relevant. Students will stay in these pairs for practical activities when these take place. Spacing between pairs will be maintained during practical work wherever possible.</p> <p>Year groups have been allocated specific areas of the school and specialist rooms such as labs and DT rooms have been carefully deployed to specific year groups on specific days to allow for thorough cleaning between bubbles where needed.</p> <p>The timetable has been designed to reduce staff and student movement; 3 period day with staggered in lesson breaks and staggered lunch times. Staff have been regularly advised to re adjust/correct seating arrangements should they not support safe</p>	
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			<p>distancing on arrival to a classroom.</p> <p>Toilet blocks have been allocated to year groups. Hand sanitiser will be available in all classrooms.</p> <p>Year 7 and 8 will be set into class level bubbles and taught in the same class for all subjects. They will mainly be taught in year group designated areas of the school. Year 9-11 have been set into quarter year groups for core subjects to support timetabling and some reduction in mixing within the year group bubbles.</p> <p>Year 12 & 13 are included in same bubble and roomed in an area of one building housing their sixth form libraries & study spaces.</p> <p>Lunchtime supervision to be managed by SLT, lunchtime supervisors and learning mentors using fixed rotas to ensure that all colleagues have a reasonable break.</p>	
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				All possible measures are in place to support remote learning for all students. Students have been supported with laptops, training on Microsoft teams and Firefly, and have been provided with a full timetable from day one of isolation. The school has three models of remote learning in place to accommodate different needs. Staff have received training and support regarding Microsoft teams	
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	2	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools' groups or bubbles should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. • Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Ventilation is increased while spaces are unoccupied e.g. breaktimes. 	y	Requirements for opening in March , have been in place since September but will be rechecked in 2 weeks prior to opening on March 8 th . The Curriculum is roomed and staffed to identify which rooms are needed . Audit of classrooms complete and agreed a max capacity per room. Achievable and reduces risk in classrooms.	2X1=2

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		<ul style="list-style-type: none"> • Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. • Where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Consider reducing the need to move between basic class spaces. Face coverings do not need to be worn by pupils when outdoors on the premises. • Due to an increase in cases within the school and nationally, from 09.06.21, it is again recommended that face coverings are worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. • Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups. • Consider lunchtimes in the classroom for younger year groups. • In EYFS handwashing supervision is in place. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. • 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. • Participation in the Testing Programme for staff and secondary age pupils. 		<p>All non specialist rooms arranged with social distancing, front-facing individual desks</p> <p>Specialist rooms are sometimes shared between bubbles, after cleaning and have appropriate seating for the subject. Measures have been taken in all rooms to minimise risks.</p>	
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<p>There is a need to review group participation and use of large spaces to allow for the school to be fully operational</p>		<ul style="list-style-type: none"> • Encourage use of outdoor space, weather dependent. • 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 • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed. • Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 	<p>y</p>	<p>Most large spaces not required for curriculum but some adjustments made for eating Halls, dining areas and outdoor spaces adapted for eating arrangements, social distancing and cleaning regimes adapted.</p> <p>Assemblies are held as virtual presentations as are whole staff briefings.</p> <p>Arrangements have been made to continue with normal immunisation provision with health authority on site. Covid provision is being made. SENCO and her team have spent time organising the SEND base and developing a support programme for their students. New ways of working are being developed that link assistants to bubbles. Music and PE departments are fully aware of guidance and are adjusting the curriculum to comply with it.</p>	<p>1 x 1 = 1</p>
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3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school	2	<ul style="list-style-type: none"> As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance. Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods. For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Bring any support requests to weekly LA SEND Panel Requests for support for vulnerable families sent through Early Help Hubs LA support for individual or complex cases NS/NC bring any support requests to weekly LA ISEY Panel 	y	<p>Weekly update email/text sent to parents and pupils regarding any changes to school.</p> <p>Key messages/letters to be translated or shared as an audio file on the website.</p> <p>Text reminders regarding collecting and dropping pupils and arrangements for this to be sent at the start of term.</p> <p>Public transport warnings to be included in communication.</p> <p style="padding-left: 40px;">Set up Covid-19 section of website to keep all stakeholders informed</p> <p>Learning Support team are in regular contact with parents of children on EHCP and review RA with them. Weekly request are made to LA SEND panel</p> <p>LS and Pastoral teams are aware of students who are anxious</p>	1X1=1

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				<p>about return to school are in touch with parents of children with anxiety and there are transition plans in place for a number of students</p>	
<p>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</p>	<p>2</p>	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. • Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy • Ensure contact details of families are up to date. 	<p>Y</p>	<p>School Nurse has followed government guidelines and has made all the appropriate preparations for the return of our students in September. Government guidelines message sent out to parents along with any updates and website updated. Website regularly updated.</p> <p>Pastoral sessions to reinforce key symptoms and actions. Nurse to follow up uptake of testing with support of an Urdu speaker.</p> <p>Parents are aware of the Covid protocols that were in place in September and from the communication that has taken place during lockdown, parents have informed us when</p>	<p>1X1=1</p>

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				their child has had Covid symptoms or have been diagnosed with Covid.	
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	2	<ul style="list-style-type: none"> • LFD testing arrangements onsite and home, are communicated clearly to parents and carers. • Where home testing is not possible, arrangements are in place for the testing to be carried out at school. • Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. • Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family • Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. • <u>Family Connect</u> support explored if required. 	Y	A letter detailing how we are organising school to keep pupils safe. This details the importance of attendance. FTB resources are available on the website and social media. This information is also on the school website and social media. A text message sent out to parents before the end of term to inform them to look on the website and to contact the pastoral email address if they have any concerns.	1X2=2
4. The School day					
The start and end of the school day create risks of breaching social distancing guidelines	4	<ul style="list-style-type: none"> • Consider stagger to start and end of day. • Break and lunchtimes are also considered to maximise teaching time. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. 	Y	Students can arrive on site from 8.15-8.45 and will be directed to their outdoor 'safe zone'; identified areas of outdoor space for each year group bubble, staffed by learning mentors. Staff will move students from the safe zones to classrooms	3X2=6

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		<ul style="list-style-type: none"> • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe handover of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). 	<p>between 8.35 and 8.45. Teachers will be in classrooms from 8.35 to meet and greet students as they arrive. Year 7-9 are directed to arrive and depart through the back gates and years 10-13 through the front gates, which provide the most direct routes to their respective safe spaces and learning zones. High levels of SLT presence on duty around the site from 8.15-8.45 and at lesson change overs. Years 12 & 13 can come to school late and leave early if no lessons to alleviate potential crowding in study areas. However, they cannot leave site during school day. Within lessons, teachers manage opportunities for snacks and toilet breaks. This will be reviewed if we feel that specific times need to be allocated to specific groups of students. Signage to support this at both gates and regular reminders to parents.</p>	
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				<p>SLT/Senior staff rota to prevent students congregating on entry and exit from the site.</p> <p>Teaching staff to direct groups to gates at the end of the day and identified times, staggered for different year groups.</p> <p>Floor markings are in place outside each building/learning zone.</p> <p>Cleaning rota for all toilet blocks throughout the day.</p> <p>Staff training to include expectation to allow only 1 student at a time to the toilet from each classroom.</p> <p>All registers will be taken on Edulink and our Attendance Officer will manage our registers. Any concerns over registers will be followed by a member of the pastoral leadership team.</p>	
<p>Daily attendance registers for new cohorts are not in place</p>	1	<ul style="list-style-type: none"> • Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners). • Designate staff responsibility for completion of DfE daily submission. • Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review separate guidance on recording attendance. 	Y	<p>All registers will be taken on Edulink and our Attendance Officer will manage our registers. Any concerns over registers will be followed by a member</p>	1X1=1

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		<ul style="list-style-type: none"> • <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u> 		of the pastoral leadership team.	
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		<ul style="list-style-type: none"> • Key messages are regularly reinforced in line with government guidance. Community languages are considered. • Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and <u>flowchart from Public Health</u> • Ensure contact details of families are up to date. 	Y	Staff made aware of the process to follow if a child displays symptoms in their classroom. PHA sends reminders and a specific email address has been set up which is responded to as a matter of urgency should staff request support. News bulletin to be sent at the staff and pupils return as a reminder	1 x 2 = 2
Resumption of day visits		DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.	Y	There will be trips or visits until the government guidance changes to allow trips/visits to resume.	1x1 =1
5. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers	1	<ul style="list-style-type: none"> • Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>. • 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 Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. 	Y	There will be no vouchers. Food provided for FSM in school	1X1=1
The school is unable to provide breakfast clubs,	1	<ul style="list-style-type: none"> • Feasibility to continue or reimplement wrap-around provision e.g. PVLs and Childminders. 	Y	Catering provision has been reviewed. It is not possible to deliver	2x2=4

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<p>lunch clubs and after-school clubs</p>		<ul style="list-style-type: none"> • Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely necessary. • 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. • Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing. • Collaborate with other schools where there are arrangements in place. • Seek support from LA and other voluntary agencies. 		<p>breakfast or break as we move to a staggered 30 minute brunch – within year group bubbles. There will also be a restricted menu to ensure that service is completed within the allotted time – reducing queues at servery and tills – dining tables will be correctly spaced.</p> <p>We will ensure that Aspens complies with H&S/Food Hygiene regulations, ensure staffing levels are sufficient to safely prepare and serve or, if absence is an issue, adapt menus accordingly and has implemented specific COVID risk assessments. These procedures will be checked independently by the compliance contractor. Aspens will be responsible for cleaning down as year group bubbles change and at the end of service. HoYs will develop year level provision for any identified vulnerable pupils needing breakfast.</p>	
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				Parents will be informed of catering arrangements available prior to return to school.	
Meals are not available for all children in school	1	<ul style="list-style-type: none"> Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. 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. Consider lunchtimes in the classroom for younger year groups. Usual considerations in place for dietary requirements. 	Y	<p>Catering provision will be fully open but choice will be restricted due to the staggered brunch and the need to serve across 4 or 5 venues, within a 30 minute period within strict year group bubbles. However, menus will conform with expected standards.</p> <p>Brunch will be staggered between 11am and 12.45pm - in 4 or 5 venues with outside "safe" spaces for sandwich eaters/play – clearly marked and supervised (additional working hours have been offered to existing Lunchtime Supervision Team and advert placed for additional team members to</p>	2X2=4

				<p>ensure all "bubble" areas and safe areas can be supervised correctly).</p> <p>Menus will be limited but will cover a FSM deal and be suitable for vegetarian and Halal/non Halal diets.</p> <p>Staffing and procurement in place to ensure needs of school can be met.</p> <p>Correct COVID protocols in place for the preparation of meals and serving.</p> <p>Pupils will sit in small groups, within their bubble and separate tables will be more than 1m apart. Monitoring and reporting of issues in place.</p>	
6. Safeguarding provision to support returning children and increased referrals Consider alongside online offer guidance: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place,	1	<ul style="list-style-type: none"> 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 	Y	We annually adopt the latest BCC safeguarding policy. All staff receive their annual safeguarding	1X1=1

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including updated appendix to include arrangements for COVID-19		<p>attending school or considered clinically extremely vulnerable.</p> <ul style="list-style-type: none"> 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> to be used. 		<p>training on the first day back in September and they must complete HAYS online level 1 safeguarding training by Friday 4th September. All DSL's will receive training on the changes to the latest version of KCSIE 2020. All the DSL's who needed to update their qualification will have completed their training by Wednesday 2nd September 20.</p> <p>New fire procedures are in place.</p>	
High risk of increased disclosures from returning pupils	1	<ul style="list-style-type: none"> 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	<p>Each pastoral team will staff their safe zone from 8.15 am every day, this will provide students with the opportunity to disclose any concerns they may have. Every day from 8.45 am until 9.30 am, pastoral leadership teams will visit all the lessons in their year group bubble to conduct safe and well checks. Every Monday during the pastoral period, students will receive information on mental well-being and how they</p>	1X1=1

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				<p>can receive additional support. As part of the annual safeguarding training staff will be given signs to look out for and reminded on how to use Myconcern. Students will also be shown how to use the SHARP system.</p>	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	2	<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as '<u>You've Been Missed</u>' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Y	<p>All staff are made aware of provision and who they need to contact if they have any concerns about students. All staff who have concerns about returning will be given the opportunity to have a risk assessment with the HR Manager. Staff are receiving additional training to support themselves and our students when school reopens in September.</p> <p>Students will receive information on their first tutorial period on how to access support if they need any. We will be conducting daily pastoral visits to</p>	1X1=1

				lessons period 1 to check on the well-being of the students and we will have pastoral staff available before school for students and staff to contact if they have any concerns.	
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	4	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 	Y	Clear guidelines on the importance of social distancing and what this will look like in school for staff and students will be communicated again to staff on their return. A letter outlining the importance of social distancing will be sent to parents on their return and placed on the school website. A text and an alert via Edulink will also be sent out. The letter will also stress parental expectations in terms of coming on site (refer to parental advice on following social distancing in school). Clear messages around	2X2 = 4

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		<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<p>social distancing to be shared with students by staff throughout the day and via posters in classrooms/ around school and the school plasmas. Rules around social distancing to be stressed very clearly to support worker /vulnerable students throughout the day. Staff to model social distancing consistently throughout the day. Floor markings are clearly laid out throughout some of the school buildings to encourage students to social distance when moving around school. Floor markings are clearly labelled in some toilets and this will be done for all before school reopens. We have recommended face coverings to be worn by students in lessons and when moving around the school</p>	
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		<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</p>	<p style="background-color: yellow;">premises such as in corridors and in communal areas.</p> <p>Face coverings do not need to be worn when students are outside and in their safe zones and when participating in PE. Students have been placed in year group bubbles and allocated to appropriate buildings for their bubbles, thereby reducing the number of contacts between students, supporting social distancing and reducing the mixing of year groups. This has been a best fit given the layout of the school. Each bubble has been allocated their own toilets to support social distancing. Each year group bubble has been designated with a safe space where they can go before school (8:15) and at their designated lunch break. These safe spaces will be</p>	
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		<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<p>supervised. Year groups will have staggered leaving times, starting at 2.25 pm. This will allow year groups to leave without mixing bubbles, thereby supporting social distancing. Gates of entry & exit have been assigned to each year groups (7, 8 & 9) Back gate, (10, 11,12 & 13), Front gate. SLT and the extended pastoral team will be on gate duty. Lunch and break times have been staggered, with year groups split in half (STUDY/LEARN). These are structured and will be closely supervised by lunchtime staff, the wider pastoral team and SLT. All students will be off school site by 4.15pm. Large gatherings have been avoided and assemblies take place virtually. A behaviour policy addendum has</p>	
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		<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>been written to include the importance of social distancing. This is available on the school website and has been shared with parents and staff. The adapted behaviour policy has shared with staff and students. Any student who deliberately does not comply with social distancing rules and as a result purposely puts the health and safety of others at risk can be sent home as per the behaviour policy and will be monitored by SLT along with any other breaches of Social Distancing. The pastoral leadership team will walk around school site between 8:45 and 9:30 supporting behaviour and being a presence around school. SLT will be on duty, together with the extended pastoral team at the start and</p>	
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				end of the day. SLT will be on duty at lunch & P2. All duties will be on a rota. Such presence is there to support social distancing in and around school.	
8. Curriculum priorities including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	6	<ul style="list-style-type: none"> Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released. Up to and including Key Stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to 	Y	Curriculum reviews have identified potential gaps in learning. CPD, meetings and other whole-staff training has ensured all teaching staff are aware of the need for identifying and addressing different starting points through quizzing and other low-stakes strategies. Departments are preparing to re-teach/consolidate all missed learning. More contingency planning for small-group intervention has begun, teachers have been steered towards strategies to help them identify students and groups in need of intervention. Departments have begun identifying what needs to be re-taught, and in what order.	2X2=4

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		<p>address the most significant gaps in English and mathematics.</p> <ul style="list-style-type: none"> • Most pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. • Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school. • Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble. 	<p>The new timetable has allowed departments to ensure full syllabi will be covered. Models to support individual students missing lessons, and in the event of a year group being sent home and/or lockdown have been shared with staff. The new school timetable ensures a full, broad and balanced curriculum will be provided for all students, and all students will receive the same, full education and breadth of subjects they would receive in any other year. Relevant teams within the school have been preparing for exceptional circumstances where certain students may need to have some subjects suspended. This applies to a very small number of students, and discussions with parents will take place. Planning for the new RSHE curriculum had begun before lockdown, and the school is well-placed to be delivering</p>	
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			 <p>this by the summer term 2021 at the latest. All teachers have taught lessons via teams to yrs 7, 8, 9 and 12 and are able to use this model of teaching as necessary. All departments have been planning a parallel curriculum and how to support home learning for individuals and groups of students as necessary. Digital poverty has been considered, the school has the resources to support students either with technology, or paper-based resources as appropriate. Departments have been developing their support for reading as a core skill for the past year to help reduce achievement gaps, this has been highlighted in curriculum planning that has taken place during lockdown. Pastoral support is in place for young carers, and resources are available for them for remote learning if necessary. Teachers have been directed to</p>	
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				<p>participate in online CPD to develop awareness of students who may be struggling on return to school, this encompassed topics such as self-care as well as academic skills. Year 12 transition skills will be taught in subject lessons to ensure pupils move swiftly to core learning.</p> <p>Year 13 pupils will sit a diagnostic test early in September to ensure staff can plan to swiftly cover any knowledge gaps. Guidance has been given to Departments regarding yr11&13 content coverage and assessment- awaiting further information. Teachers have been directed towards appropriate techniques to identify achievement gaps post lockdown 2021- this is ongoing.</p>	
School unable to meet full provision	4	<ul style="list-style-type: none"> Supporting the delivery of each EHC plan. Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. 	Y	EHC reviews re. Covid are done weekly with PSS via Microsoft teams, notes are submitted to the city.	2X2=4

required in line with EHCP		<ul style="list-style-type: none"> 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. Access support through health and social care offer. Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service. 		<p>Actions as an outcome of reviews are taken and reviewed.</p> <p>Regular contact is maintained with students and families</p> <p>Transition programmes are in place for new and existing students to ensure secure return.</p>	
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	6	<ul style="list-style-type: none"> Access <u>BEP offer</u> for online resources. NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school. Review online offer for pupils that are unable to attend school. Learning offer for pupils unable to access online resources. Access Early Help Hub support for those pupils affected by ICT poverty. Differentiate offer for eligible children that can't attend school to support future transition. Staff deployment including support workers, trainees and volunteers. Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. 	Y	<p>Departments have developed schemes and resources to support further remote learning. ICT provision has been reviewed from day one of lock down, and resources are available for all students as required. Teachers have been directed to online providers such as Oak National Academy and GCSEpod to develop and link to lessons and content available. Staff have prepared models and resources for students who will be unable to attend. Teachers will continue to ensure students unable to attend school have</p>	2X2=4

				access to full timetable via teams or firefly.	
Pupils moving on to the next phase in their education are ill-prepared for transition	2	<ul style="list-style-type: none"> • 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	<p>Year 6 Transition and Induction area of the website set up</p> <p>Virtual tour uploaded to website</p> <p>Year 6 parents email addresses currently being collected and pupil information is being collected via microsoft Forms.</p> <p>Action plan of transition for Year 6 in place including regular updates and contact with parents. Plans implemented to communicate with pupils and parent of year 8 regarding their chosen GCSE pathways and courses into KS4.</p> <p>Year 13 pupils regularly contacted regarding plans for A level results day and how to access telephone/virtual/face to face support.</p> <p>Incoming Year 12 pupils regularly contacted by post/email & Firefly regarding the start of term, induction materials and what to expect on</p>	1X2=2

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				arrival at school (similar letter to main school). External students (not current Year 11) emailed information individually. Following cancellation of summer 2021 examinations, all departments will audit their specification coverage to ensure that students are prepared for transition to KS5 and to higher education. QA of this will form part of internal procedures for grade awarding and assessment.	
Content and timing of staff communications					
Staffing levels can't be maintained	4	<ul style="list-style-type: none"> 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. Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the extra mental health support for pupils and teachers from DfE is also accessed. Staff deployment including support workers, trainees and volunteers. Setting up arrangements with local schools or schools within MAT. 	Y	Large size of the SLT, DSL, support staff and first aid teams reduce the risks of absence of staff in specialist roles becoming a problem. Reporting process in place to record staff absence and identify the cause. First day calling for absent staff by HR manager is normal practice. Normal cover arrangements will be	1 x 3=3

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		<ul style="list-style-type: none"> Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 		<p>used; cover supervisors, under-deployed teaching staff and then supply agency staff when needed. Staff who are isolating and well enough to work from home continue to deliver their own lessons. Middle leaders are experienced at redeploying teaching staff to key groups of students promptly in response to staff absence that will be prolonged. Staffing models within year group bubbles will further support this. Senior leaders to reinforce the importance of this and support HODS to prioritise the provision for year 11 and 13. Adverts placed for additional staff to join Lunchtime Supervision and Cleaning Staff Teams – hours will also be reviewed as</p>	
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				necessary to ensure needs are met. Regular meetings with Aspens to ensure that adequate staffing levels are maintained to ensure that we can safely prepare and serve brunch in accordance with the timetable within "bubbles" - cleaning down as required between bubbles. Menus/food provision to be adapted if staffing levels fall below a minimum level to meet these requirements.	
Identify staff unable to return to school	4	<ul style="list-style-type: none"> • XXX staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. • Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained schools. 	Y	Individual risk assessments completed with identified staff. Cover arrangements made for any staff who are not able to attend school. Regular briefings in relation to wellbeing and support from wellbeing group.	1X1=1
Staff are insufficiently briefed on expectations	3	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. 	Y	Weekly briefings to staff and include matters relating to school opening and staff expectations re workload.	1X2=2

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		<ul style="list-style-type: none"> • Flexible working patterns and arrangements if appropriate • Staff workload expectations are clearly communicated. • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. • Staff have been fully briefed on the action planning for local/bubble lockdown. 		<p>Staff are aware of HR Manager as point of contact in school and for staff to access resources. Team leaders to check on staff regularly and make referrals to HR manager where necessary</p> <p>Flexible working requests are handled using toolkit</p> <p>Staff briefing sessions on return on July 7th and 14th. September briefing for opening on September 1st and 2nd</p>	
9. Protective measures and hygiene					
<p>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</p>	6	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. 	Y	<p>Risks can be reduced by implementation of all measures in previous sections. Movement times are strictly supervised. One way systems not feasible but possible areas of 'congestion' kept under close review.</p> <p>Safe zones have been set up around school and are identified by the colour of the year group. The year group has been written in the middle of each safe zone, there is a coloured border around each safe zone to stop students moving into wrong zone. Our behaviour policy will</p>	3X2=6

		<ul style="list-style-type: none"> • 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. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. 		<p>be updated to include sanctions for students who deliberately go into the wrong zone. The safe zones will be staffed from 8.15 am every day to keep students in their bubbles. New muster points have been written to social distance year groups and maintain bubbles. The leadership team will be allocated year group bubbles and they will have responsibility for maintaining social distancing. Lunchtimes are staggered to maintain social distancing and breaks are to be taken during lessons to maintain year group bubbles. A venue is available for students to pray. As we have staggered lunches after every student as used the room, it will be cleaned before the next student uses the room.</p>	
The size and configuration of classrooms and teaching spaces does not support	1	<ul style="list-style-type: none"> • 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	Classrooms are compliant All surplus equipment, furniture and materials were removed from classrooms over the	2X2=4

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compliance with social distancing measures		<ul style="list-style-type: none"> • 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. • Reducing clutter and removing difficult to clean items can make cleaning easier. 		Summer holiday in 2020. Classrooms were re-organised to ensure social distancing. Individual desks have been used in some classrooms to make access and cleaning easier and new cleaning material purchased to make cleaning easier (i.e smaller vacuums etc) Adjustments as given in guidance may be used in some practical areas	
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	4	<ul style="list-style-type: none"> • 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	Staff rooms or staff working areas stripped back to bare, uncluttered surfaces that can be cleaned appropriately. No materials left. Staff bring in drinks/observe own safe practices	2X2=4
Queues for toilets and handwashing risk non-compliance with social distancing measures	4	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. 	Y	Parents/students will be informed, before students return, regarding the process for using the toilets. Cleaning rota for all toilet blocks throughout the day. There will be a cleaner on duty throughout the day. Staff training to include	2X2=4

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		<ul style="list-style-type: none"> • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • 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. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 	<p>expectation to allow only one student at a time to the toilet from each classroom during the in-class break. Staff will also be told of the importance of using the toilets one at a time. Any other student needing to use the toilet will have to queue 2 metres back, as per floor markings, and will not be allowed to move forward until the toilet has been vacated. Each year group bubble has been allocated a designated toilet block to help reduce queues. Site staff to mark floor outside each toilet block that will be used. Posters will be clearly visible to stress the importance of thoroughly washing hands for 20 seconds after toilet use around school and in toilet blocks. Director of Support Services will arrange to have a rota to clean the toilets regularly, refill soap dispensers and empty bins as required. All students will be informed on the expectations of washing</p>	
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				<p>their hands when they return to school, via a tutor powerpoint, posters around the school, in classrooms and messages on the school plasmas.</p> <p>We will promote “catch it, bin it, kill it and use e-bug posters in toilet areas. Specially adapted signage will also be in all classrooms and communal areas reminding students not to touch peers.</p> <p>There will be provision of hand sanitiser in every classroom.</p>	
<p>Impact of any new variants of the virus on the day to day running of the school</p>		<ul style="list-style-type: none"> • The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. • Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. • BCC’s Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 			
10. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies					

Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	4	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • Enhanced 'deep clean' prior to the wider opening of the school. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. • More frequent cleaning of rooms / shared areas that are used by different groups. • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient cleaning capacity. 	Y	Cleaning staff have been working throughout – cleaning open areas as well as deep cleaning closed areas. Clear cleaning rotas and protocols implemented – hours of work changed to meet increased need i.e toilet areas, medical areas etc Additional cleaning staff have been appointed to join team to ensure high standards are maintained. Specific COVID cleaning materials purchased as well as PPE as required. Reporting system in place for identifying issues and ensuring they are addressed promptly and appropriately. Staff training and briefing on protocols for guidance and reassurance.	2X3=6
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	4	<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. • Sufficient and suitable equipment is available for the required clean. • Adequate waste disposal arrangements are in place to dispose of contaminated equipment 	Y	Stocks of specific COVID cleaning materials and equipment purchased and in stock. Restocking of materials and equipment will be managed. Organisation of students i.e. Year Group bubbles in	3X2=6

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		<ul style="list-style-type: none"> • Seek support from Public Health Birmingham. Use the <u>flowchart</u> if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if 2m from the child cannot be maintained. 	<p>base rooms with set timetable – break in classroom and brunch in set venue – will enable us to identify and clean all areas a symptomatic student has been in contact with. Similarly – for staff - set timetable etc will assist in identifying cleaning needs.</p> <p>Rotas for Site and Cleaning Staff set and briefing held on cleaning protocols and expectations.</p> <p>Required PPE purchased and in stock.</p> <p>Log book will be maintained for reporting issues and reviewed to ensure all actioned promptly and appropriately.</p> <p>Procedures in place to cover for staff absence.</p> <p>Alternative arrangements – agree with network schools for emergency provision and seek advice from Public Health Birmingham as per guidance</p>	
<p>11. Enhanced hygiene practices and arrangements for shared items</p>				

<p>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</p>	4	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. • 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. • Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	Y	<p>Site Staff have replenished all stocks of handwash, hand sanitiser and blue disposable hand towel and have an inspection system in place to check stocks and refill as necessary</p> <p>Additional supplies of soap for all toilet areas (pupils and staff) kitchens and staffrooms and canteen till points have been ordered and in stock. Hand sanitiser and dispensers purchased and in stock for all above areas except pupil toilets – also includes Nurse's Room. Wall mounted hand sanitiser dispensers will also be in all classrooms.</p> <p>All cleaning supplies and facilities - including driers and hand towels – will be inspected on a regular basis according to a set schedule – logged and replenished.</p> <p>Pupils will be reminded about the importance of handwashing through posters, plasma screens and by staff briefing.</p>	2X2=4
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				Specific recommended e-bug posters will be in toilet areas to support correct handwashing and posters to promote “catch it, bin it, kill it” will be in all classrooms and communal areas. Plastic bags have been purchased to store face coverings for pupils and staff who use them to arrive at school.	
Inadequate supplies and resources mean that shared items are not cleaned after each use	4	<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts. • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products. 	Y	Each year team bubble will be allocated stationery for their year group. This will allow students to go to their year team and ask for any equipment they do not have. The year team bubbles will also have uniform to lend to students. The uniform is to be returned at the end of the school day as it needs to be washed for the following school day. The timetable has been written to allow cleaning to take place in specialist classrooms when two different year groups (bubbles) need to use them on the same day. The need for this has	1X1=1

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		<ul style="list-style-type: none"> The governing board finance committee is aware of any additional financial commitments. 		<p>been restricted to a minimum. Lunchtimes are staggered to allow cleaning to take place before a different year group (bubble) uses the same premises. Assemblies will be on a 3-week rota to stop more than one year group using the same chairs on the same day. Other year groups will have their assemblies via teams, and they will stay in their year group bubbles. The toilets will be cleaned on a regular basis. Each year group has been given their own set of toilets to stop them mixing. Signage will be used to support pupils to identify the allocated toilet facilities. Each classroom will have its own hand sanitiser and desk cleaner.</p>	
12. School level response for symptomatic or ill pupils or staff members					
Staff, pupils and parents are not aware of the school's procedures (including on self-	1	<ul style="list-style-type: none"> 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	Before students return to school, parents/guardians and students will receive guidance on what they should do if they suspect anyone in the household	1X2=2

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<p>isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</p>	<ul style="list-style-type: none"> • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Use the <u>flowchart</u> from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online guidance and <u>checklist</u>. • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per <u>guidance</u>. • Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing. • Further information on Government’s vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ 	<p>to have symptoms of COVID-19 to include self-isolation and testing. The Flowchart from Public Health about how to deal with a suspected case within the staffing or student cohort will be shared with staff, including self- isolation and testing, and placed on the school website. In the students first meeting with their tutor this guidance will be reinforced via a PowerPoint.</p> <p>The guidance for parents is available through the school website. Staff will be made aware of the location of the emergency PPE pack.</p> <p>Any changes/ updates in guidelines will be updated and communicated in a timely manner.</p> <p>Health and Safety governors to be made aware of protocols.</p> <p>Any teaching and support staff who develop COVID–19 symptoms will be encouraged to take a test</p>	
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		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ <i>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.</i> ◦ <i>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).</i> 		Headteacher oversees decisions on sending pupils home to isolate following a positive in school case and will report cases/outbreaks of COVID to the Health Protection Team in Public Health England using the online reporting system available	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	1	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised. • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 	Y	School nurse will triage students in the isolation room in the LC. She will be given the appropriate PPE when triaging students. Any students who may have COVID-19 will be kept in the isolation room until they are collected. Parents will collect from the back of lower school. They will contact school nurse's mobile phone and nurse will walk the student to the back gate.	1X2=2

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		<ul style="list-style-type: none"> Isolation for pupils and staff in residential settings should be within the residential setting. 		<p>Arrangements in place for suitable toilets to be used by possible Covid 19 students.</p> <p>The isolation room will receive a deep thorough daily clean, along with other infected areas.</p> <p>Back-up arrangements and protocols will be established for First Aiders to cover in the absence of School Nurse.</p>	
13. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with government guidelines	4	<ul style="list-style-type: none"> Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>. 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 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. Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. 	Y	<p>Staff will be briefed on the guidance on PPE in schools.</p> <p>PPE has been purchased for use by Nurse/First Aiders and Cleaners/Site Staff in accordance with the guidance.</p> <p>All staff requiring to wear PPE will be briefed on when and how to use PPE and how to dispose of it safely.</p> <p>Safety screens used in specialist classroom areas, Reception points Libraries and Canteen till points where social distancing cannot be maintained.</p>	2x2

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		<ul style="list-style-type: none"> • Seek LA support for emergency PPE stock. • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. 		<p>Signs will be displayed in toilet areas, staffrooms etc to remind staff of the importance of hand washing. Hand sanitiser will also be provided. Stock checked on a regular basis and replenished as required. Stocks will be checked regularly and minimum order levels will be set.</p>	
<p>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</p>	<p>6</p>	<ul style="list-style-type: none"> • 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. • Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs). 	<p>Y</p>	<p>Staff will be briefed on the guidance on PPE in schools. PPE has been purchased for use by Nurse/First Aiders and Cleaners/Site Staff in accordance with the guidance. Clear procedures and protocols will be established for managing staff or pupils with symptoms – recording procedures will be implemented so number of cases, checking or testing or any track or trace issues can be managed. All staff required to wear PPE will be briefed on when and how to use it and how to dispose of it safely.</p>	<p>2x2=4</p>

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				<p>Cleaning regimes will be clearly identified to ensure areas are cleaned if a person becomes unwell with symptoms. Stocks will be checked regularly and minimum order levels will be set.</p>	
14. Managing premises related issues					
<p>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</p>	4	<ul style="list-style-type: none"> • 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 <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been 	Y	<p>Wherever possible, essential works will be completed outside of normal school hours. Any works during school hours will be managed in accordance with Govt guidance. Contractors will need to adopt H&S measures to ensure the health of their workers and the adoption of work practices to protect themselves and our staff and pupils. Policy to ensure segregation/social distancing from our staff and students, creation of “bubbles” within contractor teams to reduce possible</p>	2x2

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		<p>updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools.</p> <ul style="list-style-type: none"> • Premises governing board committee is aware of planned works and associated risk assessments. • Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building. 		<p>infection/spread across teams, effective hand washing and sanitising, restriction of movement wherever possible, restriction to minimum numbers of essential staff and procedures to check compliance with policy and action plan to address any potential infection outbreak. Policies inspected by BCC during Landlord's Approval process – approved.</p> <p>Finance and Staffing Committee aware of planned works and associated risk assessments – update will be made at Governor meetings.</p>	
<p>Fire procedures are not appropriate to cover new arrangements</p>	<p>2</p>	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Changes to numbers of pupils/staff ○ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes ○ Social distancing rules during evacuation and at muster points ○ Possible need for additional muster point(s) to enable social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation procedures. 	<p>Y</p>	<ul style="list-style-type: none"> • Fire drill and other emergency procedures reviewed and explained to staff before school resumes and to pupils on their return. • Muster points remarked to ensure that pupils can socially distance within year group 	<p>2X2=4</p>

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		<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 		<p>“safe” area – using year group coloured markings.</p> <ul style="list-style-type: none"> Staff to support the evacuation of their class and escort to their Year Group muster point – reminding them to socially distance when moving to and lining up. Stock of attendance registers to be available for checking. 	
Fire evacuation drills - unable to apply social distancing effectively	2	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required. 	Y	<ul style="list-style-type: none"> All year groups are aware of where to stand in the event of a fire. PLTs have shared this information via assembly. 	2x1=2
Fire marshals absent due to self-isolation	2	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 	Y	<p>Clear staff briefing on Fire Drill protocols – including responsibilities of Leadership Team and Site Staff on duty to manage evacuations (or lockdowns) - nominated LT member on duty each day will be Fire Lead.</p>	2X1=2

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Statutory compliance has not been completed due to the availability of contractors during lockdown	4	<ul style="list-style-type: none"> • All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. 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. • Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away • LA support is in place. 	Y	<ul style="list-style-type: none"> • All major statutory testing not completed during lockdown will be completed over the Summer break wherever possible to reduce risk. • Any testing required during school hours will be completed in accordance with H&S requirements – ensuring segregation or social distancing at all times from staff and students. • All water systems have been maintained during partial closure and testing recorded - normal legionella testing will continue. • If testing cannot be completed safely during school hours i.e. cannot maintain segregation/social distancing, we will complete outside of school hours/next holiday period after assessing risk of delaying v numbers of 	4X1=4

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				contractors on site/ containment of virus	
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	1	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability 	Y	<p>Specific COVID related expenditure coded to a separate cost centre and copies of invoices etc retained on file to provide an effective audit trail.</p> <p>It is not expected that COVID related expenditure will cause a deficit budget issue. An application has been made for the Govt grant funding to cover exceptional COVID related expenditure.</p> <p>Financial reports have been submitted to the Governors on a timely basis and in accordance with timetable of meetings.</p>	1X1=1
15. Impact on staff and pupils with protected characteristics and adapting your approach					
Considerations					
<ul style="list-style-type: none"> • Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease. • There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. 					

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- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

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

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff	2	<ul style="list-style-type: none"> • An equality impact assessment is undertaken for the school's staff and pupils. • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if 	Y	Communication with staff about criteria for vulnerable list. Vulnerable staff list is held by HR manager and this is updated weekly Communication to parents in general communications about opening so that they are aware of guidelines. School nurse aware of all pupils who may need reviews of care plans Staff who have significant underlying health conditions are to make themselves known to school for Individual risk assessments to identify	1X2=2
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		<p>possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance.</p> <ul style="list-style-type: none"> • Seek advice from Occupational Health Service if required. 		<p>ways of working to mitigate the risk of those staff in school. Actions to mitigate risk are shared as part of training in September. Students are kept in bubbles and staff exposure to bubbles is minimised as far as is possible..</p>	
<p>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus and the new variants</p>	2	<ul style="list-style-type: none"> • No. of BAME staff • No. of BAME staff assessed as clinically extremely vulnerable and required to remain at home • No. of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. • Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff. 	Y	<p>Weekly LLM agenda item re well being Teams to check in on staff they are concerned about Briefings on well being available on line. Staff to be made aware of resources available to them and HR manager as point of contact.</p>	1X2=2
<p>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage</p>	4	<ul style="list-style-type: none"> • No of BAME pupils • No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home • No of BAME pupils able to return but requiring additional support • There are enough numbers of trained staff available to support pupils and parents with these anxieties. 	Y	<p>A letter has been sent by post to all parents, outlining all the procedures that have been put in place to keep students/staff safe. We have recorded a member of staff reading out the</p>	4X1=4

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<p>on deaths linked to coronavirus and the new variants</p>		<ul style="list-style-type: none"> • 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. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils. • Resources/websites to support parent and pupil anxiety are provided. • Signpost parent/carers to published risk assessment. 	<p>letter in Urdu and the recording is going to put on to the website and we may send it to parents. To support the letter, a text and an alert via Edulink will also be sent out.</p> <p>A video will be shared with parents via the website demonstrating the measures that have been put in place to keep students safe. A text message will be sent home to inform parents of the video on the website and who contact if they have any concerns. Any concerned parent may request a meeting with a member of the pastoral team, The meeting will follow government guidelines.</p> <p>FDC's will take place and parents will be asked why they have not sent their child(ren) in. They will be offered the opportunity to speak to a member of the leadership team/pastoral team to alleviate any concerns. If it is necessary a meeting (following government</p>	
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				<p>guidelines) can be arranged between a parent and a member of the pastoral team. All pastoral teams will analyse the attendance of their year groups when the students return. Any BAME student who has not returned due to COVID, will be invited in with a parent (following COVID guidelines) and a risk assessment will be completed if required. The number of affected students will be kept centrally.</p>	
Parents do not follow advice on social distancing when visiting the school	2X2=4	<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. • Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings. • Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>. 	Y	<p>The next meeting arrangements will be shared with parents/carers by text, email and Edulink. Any parent/carer who is invited into school will be informed that only one parent can attend the meeting and social distancing has to be followed. Any parent who places any member of staff at risk will be warned and if the warning is ignored, they will be banned from school for a period. The meeting room</p>	1X2=2

			<p>will be set up to maintain social distancing. After every meeting the room will be cleaned before another meeting can take place. If parents turn up without a prearranged booking, they will be asked to contact the appropriate member of staff to arrange a meeting. The only time a parent will be seen without a meeting is if there is a safeguarding concern. A notice will be on the door and on the reception desk to inform parents of the new guidelines for the reception staff to refer to, if a parent/carer challenges our staff in the hub. If a parent continuously places staff at risk, they will be sent a banning letter which will be reviewed on a termly basis. A member of the leadership team will contact the local authority to inform them that a parent has been banned.</p>	
<p>16. Working with other school-based provision</p>				

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	2	<ul style="list-style-type: none"> • 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> 	Y	<p>This relevant sections of the Risk Assessment supersedes existing policies.</p> <p>Safeguarding policy has been updated and link to video sent to all staff via newsletter</p> <p>Changes to Behaviour and Safeguarding policies will form part of Training on the 10th March to all staff building on prior safeguarding training</p>	1X2=2
Risks are not comprehensively assessed in every area of the school	4	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ 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	<p>Thorough risk assessments have now been undertaken for all aspects of opening school to wider group of pupils. Those areas still presenting risk require action beyond our control –</p> <p>PPE – we have enough at this point but long term supply chain still a risk</p> <p>Pupil attitudes to social distancing – we can reinforce our rules, but remain concerned about how pupils will behave outside the school gates.</p> <p>Parental understanding – again we will reinforce</p>	2X2=4

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Consideration whilst using public transport	2x2=4	<ul style="list-style-type: none"> School should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19). 	Y	<p>Students are informed of the government guidance on travelling on public transport. A staggered end of the day allows students to arrive at the bus stop in stages and get on the bus.</p> <p>There will be members of the leadership team at the gates reminding students that they have to wear face masks when they are on public transport.</p>	1x2=2
Pick up and drop off times	4X3=12	<ul style="list-style-type: none"> Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. 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. Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours. 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. Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. 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	<p>National Express West Midlands has been contacted. As per request of Update for schools' email on sent on the 13th July.</p> <p>A letter has been sent home to parents to inform them of the drop off and pick up times. A text will be sent to parents daily on our return in September. The text will inform parents which gates to use and where the safe zones are situated in school when students arrive.</p> <p>Year groups will have a staggered leaving time, starting at 2.25 pm. This will allow year groups to</p>	3X2=6

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		<ul style="list-style-type: none"> • 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. • 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. • Additional cleaning of designated school transport. 	<p>leave without mixing bubbles. The 6th Form will not have to stay in school if they do not have a lesson period 1 or they may leave when all their lessons are over. All students will be off the school site by 4.00pm. Year groups 7,8 and 9 will leave by the back gate and years 10, 11 and 6th Form will leave by the front gate.</p> <p>Resources will be used from a variety of resources in our PSHE lessons to inform students of the variety of safe ways they can arrive/leave school.</p> <p>To maintain social distancing at the bus stops outside of school, we will staff the bus stops and organise the students to maintain social distancing until they get on to the bus.</p> <p>All students will be given a bag on their return to school to keep their mask in during the day. All students will be required to clean their hands</p>	
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				<p>before they enter the classroom. All these processes will be communicated to parents through a variety of means. All school transport will be deep cleaned when it has been used.</p>	
Children arriving late as a result of journey to school	4X1=4	<ul style="list-style-type: none"> Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. 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. Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us 	Y	<p>Our behaviour policy is being rewritten to take into account students being late to school. We will not sanction any students or being late to school at the start of term, until we have an understanding of what has caused the student to be late and support We are going to monitor student punctuality and support students who may be finding it difficult to get into school on time. Pastoral teams will work with parents/carers to find solutions to any travel problems students that may exist. Pastoral teams may engage with external agencies if required to provide additional</p>	3X1=3

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		<ul style="list-style-type: none"> Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. 		<p>support for students who are late to school. We will communicate with parents the different ways that students can travel to school and the importance of social distancing/how to maintain social distancing when they arrive/leave school. Any student who travels with another student outside of their year group bubble/they do not live with will be asked to give all the names of the students who were with them. This information will be given to the school nurse/pastoral teams. The school nurse/pastoral teams will be able to contact parents/carers if any student and their family have to self-isolate. This process will be shared with staff on the training days at the start of term.</p>	
Travel anxiety for new starters to secondary school	3X2=6	<ul style="list-style-type: none"> West Midlands Police have put together some resources to help students feel confident to travel and how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an 	Y	<p>We have offered opportunities for year 6 students and their parents/carers to visit the school to</p>	3X1=3

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		<p>independent activity for students to complete at home. <u>All are available via this link.</u></p> <ul style="list-style-type: none"> For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: <u>Travelling Safely on bus (social distancing)</u> <u>Travelling Safely on Metro (social distancing)</u> <u>Getting through train stations (social distancing)</u> 		<p>deal with any anxieties they may have. We have run a virtual transition programme with year 6 parents to inform them of what will happen when their daughter attends Swanshurst in September. When our new year 7 arrive in September they will be the only year group in school and this will be give them the opportunity to get use to the school, ask their pastoral team any questions and they will be informed the variety of ways they can travel to school. Any parents/carers or students who are anxious will be contacted by the pastoral team and support will be put in place for them.</p>	
18. Contingency planning for local or national lockdown					
No plan in place if an outbreak or lockdown should occur		<ul style="list-style-type: none"> School Business Continuity Plan has been updated. 	Y	The Governors have approved the Business Continuity Plan but this RA	2X2=4

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		<ul style="list-style-type: none"> • Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on action planning for local/bubble lockdown or outbreak. • Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). • Preparation for learning continuity in the event of local or bubble lockdown <ul style="list-style-type: none"> ○ 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- ○ Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND.</u> • Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home • Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. • Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate. 		<p>supercedes the Plan in respect of COVID.</p> <p>All former Risk Assessments are held and can be referred to if lockdown or partial re-opening is reintroduced.</p>	
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