

Introduction

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

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and has been updated on later guidance from 27th July 2020. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

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

Updates to this version 9.11.20 are highlighted in green.

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.

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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 x 1 = 3. This would mean the risk is low and arrangement would be adequate. Example as follows:

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

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Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls <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

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<p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to <u>www.gov.uk</u> 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>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</p> <p>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>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term</p> <p>https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</p> <p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>
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	<p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2)</p> <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.gov.uk/government/news/update-on-face-coverings-in-schools</p>
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	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	
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 (added in v3)</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)</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/news/working-safely-during-coronavirus-outbreak.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>	
Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added	Dated 09/07/2020, Published 10/07/2020

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	<p>P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text</p>	
3	<p>P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of enough time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school P22 reference to daily (or more often) cleaning of touchpoints</p>	17/07/2020

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	<p>P22 cleaning toilets regularly</p> <p>P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment</p> <p>P27 absent fire marshals to be replaced with trained substitutes</p> <p>P28 Water system checks and actions to be undertaken prior to wider opening.</p> <p>P30 members of staff with children who cannot attend school are supported</p> <p>P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP</p> <p>P35 addition of section 19 ref contingency planning for local lockdown</p>	
4	<p>P5 weblinks added to DfE guidance on remote learning</p> <p>P19 reference to the need for action planning for local or bubble lockdown</p> <p>P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning</p>	28/07/2020
5	<p>P1 reference to regular review of RA and latest guidance</p> <p>P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE</p> <p>P8 reference to Test and Trace process</p> <p>P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport</p> <p>P10 movement of staff across classes and year groups</p> <p>P10 temp staff length of contract</p> <p>P10 support for pupils with SEND including deployed staff</p> <p>P12 maximising space to allow for full operation</p> <p>P12 collaboration with other settings e.g. dual roll</p> <p>P13 reasonable break for staffing</p> <p>P13 review of space to allow full operation</p> <p>P13 avoid (rather than prohibit) large gatherings with more than one group</p> <p>P13 immunisation programme</p> <p>P13 additional support for SEND, use of social stories and reference to Annex B of guidance</p> <p>P13 minimising risk from music classes</p> <p>P13 phased increase of physical activity</p> <p>P14 no need for more frequent cleaning of uniforms</p> <p>P17 considering of bubbles for wraparound</p> <p>P17 limiting number of wraparound providers parents' access</p> <p>P19 focus on reintegration and re-engagement of pupils and families</p> <p>P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition</p>	06/08/2020

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	<p>P20 incorporating remote learning into day to day delivery</p> <p>P20 suspension of subjects if needed</p> <p>P20 focus on return to normal curriculum by summer 2021 and timescale for assessments.</p> <p>P20 compulsory RHE education</p> <p>P21 delivery of EHCP</p> <p>P24 encouraging children not to touch peers</p> <p>P24, 26 use of e-bug learning from PHE</p> <p>P25 working hours or additional capacity for cleaning to be planned for</p> <p>P26 encouraging 20 second hand washing</p> <p>P26 modification of narrative around shared resources and 48/72-hour period</p> <p>P28 isolation in closed room with window ventilation</p> <p>P28 guidance for residential staff and isolation</p> <p>P28 reference to guidance on use of PPE</p> <p>P35 organisation of queuing and boarding of dedicated school transport</p> <p>P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport</p> <p>P36 encouraging use of various modes of transports and non-car journeys</p> <p>P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND</p>	
6	<p>Spelling and grammar checks throughout</p> <p>P5 link to latest statement on face coverings in schools</p> <p>P5 link to latest guidance on out of school settings</p> <p>P14 additional information on music classes and events</p> <p>P17 updated information on out of school club group sizes and maintaining records to keep groups under review</p> <p>P40 reference of face coverings for pupils in lockdown circumstances</p>	27/08/2020
7	<p>This is a working document it will be updated and regularly reviewed along with government and public health England guidance. Governors and Staff will be informed of any changes to this document.</p>	4.9.20

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	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	3x3 9	<ul style="list-style-type: none"> • Planning for full attendance of all year groups • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • No known children remain shielded at home • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace as set out in section 7 the latest guidance. 	Yes	<p>Guidance information sent to parents.</p> <p>Teachers to contact all parents on 1st day back to reassure them and encourage all children to begin this week,</p>	1x3 3
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>)	2x4 8	<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, 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Contingency planning with LA is in place and additional resource identified • Size of Bubbles is increased, Three Bubbles in operation across the school, Lower, Middle and Upper some staff will work across all three • Precautions are taken into consideration to ensure possibility of cross contamination is minimised. Use of Face coverings for 	Yes	<p>Possible causes of cross contamination of bubbles are minimised.</p> <p>Managing entrances Hand Hygiene Social Distance maintained where possible. Anti bacterial wipes available for hard surfaces touched by different people. Cleaning routine established.</p>	1x4 4

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		<p>staff who cross bubbles.</p> <ul style="list-style-type: none"> Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) Use of Face Coverings to further reduce risk. To minimise the numbers of temporary staff entering the school premises, school will only use long term supply staff. Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	3x3 9	<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. (added in v2) All pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Yes	Skills School working closely with the LA to ensure new referrals are processed quickly and within statutory time frames.	1x3 3
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and	2x3 6	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and specify entry/exit points and classroom use 80 children and 40 staff that can be accommodated in school on any given day with a 3 teachers per 'bubble' each bubble has a 	Yes	Each class has an identified break out area and additional learning space to allow for more	1x3 3

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<p>additional furniture or social distancing measures for each year group</p>		<p>middle leader to discharge duties / ensure compliance with latest guidance.</p> <ul style="list-style-type: none"> • 8 designated classrooms being fully utilised for each class group and reorganised to allow front facing desks • Furniture items to be arranged to be front facing • All of unused classrooms that could be utilised are to allow for social distance • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan 		<p>acceptable social distance</p>	
<p>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</p>	<p>2x3 6</p>	<ul style="list-style-type: none"> • A new school timetable reflects the changes made to ensure bubbles are not crossing, multi-use spaces are cleaned between bubbles, bubbles have separate eating spaces and playtimes. • Daily planning and organising of learning activities reduces learning group sizes, whilst still meeting the educational needs of all pupils. • Additional learning spaces have been identified for each classroom to allow for small group learning. • Additional learning spaces have been resourced to ensure all learning spaces are adequately equipped with regular use learning resources. • All pupils and staff have been provided with their own frequently used resource kits (pens, pencils etc). • All classrooms and additional learning spaces have been re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture that will not be used has removed and multi-use surfaces reduced. • There is clear signage displayed in classrooms promoting social distancing. • Hand washing facilities have been identified for each learning space, with hand sanitisers fixed to walls at all entrance and exits to each zone (posters show expectations for use of hand sanitisers at each passing). • Each Class has a stock of hand sanitiser which is used regularly 	<p>Yes</p>	<p>Separate toilets and hand washing / sanitisers available for classes without sinks. Children and staff encouraged to wash hands regularly.</p> <p>Youngest children to be shown how to wash hands and remain in their own zone while in school.</p> <p>Older children to wash /sanitise hands before moving through one zone to another</p>	<p>1x3 3</p>

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		<p>throughout the day and especially when classes exit and enter the school from another area.</p> <ul style="list-style-type: none"> • Separate dining and play areas have been identified to ensure bubbles remain together and do not mix with other pupils. • Where multi-use spaces are in use, these have been timetabled to avoid bubbles crossing and to ensure cleaning takes place between uses. • Flexible/floating staff identified within each bubble to enable staff absences to be covered within the bubble where possible. • Groups of children are supervised at all times by the staff from their relevant bubble. • Clear, visual friendly signage displayed in classrooms and throughout all zones promote social distancing. • PPE gear will provided for any work with children that breaks social distancing of 2 metres e.g first aid. • A cleaning rota will ensure all contact points and shared spaces are cleaned/decontaminated between each bubble's use. • Play resources are distributed to each bubble and are not shared or transferred to any other. 			
There is a need for review use of space to allow for the school to fully operational	2x3 6	<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. • Design layout and arrangements in place to enable social distancing • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information 	Yes		1x3 3

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		<p>on pupils with education, health and care plans can be found in Annex B of the guidance.</p> <ul style="list-style-type: none"> • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. • Encouraging audiences to events to undertake safety measures and maintain social distancing. 			
<p>3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</p>					
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>2x3 6</p>	<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 on a weekly basis using a range of communication tools (phone calls, text messaging service, home visits, letters, Class Dojo • A COVID-19 section on the school website is created and regularly updated with information to support parents in understanding the health and safety requirements for pupils attending school. • Parent and pupil handbooks created reflecting changes to usual school policy. • Advice is made available to parents on testing for COVID-19 on the school website • A home school agreement is shared with and signed by parents prior to pupils returning to school. • A letter outlining expectation with regards to social distancing behaviour will also be shared with parents prior to pupils returning. <p>Parents understand their role and responsibility in supporting pupils to understand the changes and expectations in relation to social distancing, regular handwashing and good respiratory</p>	<p>Yes</p>	<p>Parents informed of Safety arrangements through the newsletter and personal contact via Teachers.</p>	<p>1x3 3</p>

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		hygiene. (Catch it, bin it, kill it.)			
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2x4 8	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text, Class Dojo, the school's website and verbally. • Clear procedures are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy. • Pupils will remain in the medical room and transported home by staff in PPE on the school minibus. All relevant areas will be vacated, cleaned and sanitised. • Parents will receive a guidance leaflet on isolation periods for the family based on up to date government guidance. • Additional contact will be made with families who are isolating to ensure they are well supported. • All contact details of families are up to date. 	Yes	Staff are fully briefed and know what the procedure is when or if a child shows symptoms	1x4 4
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	2x4 8	<ul style="list-style-type: none"> • Uniforms do not need to be cleaned any more often than or differently to usual. • Parents will be referred to the school website on a regular basis and reminders sent out using the school text messaging service, class dojo and verbally through home phone calls. • Parents has been signposted/referred to the relevant support services where necessary https://www.forwardthinkingbirmingham.org.uk • Parents have been informed that no personal items such as toys etc. should be brought into school to avoid any potential cross contamination. <p>Parents understand their role and responsibility in supporting pupils to understand the changes and expectations in relation to social distancing, regular handwashing and good respiratory hygiene. (Catch it, bin it, kill it.)</p>	Yes		1x4 4
4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day	2x3 6	<ul style="list-style-type: none"> • Three bubbles will be called from the taxis each morning via pastoral team, Lower followed by Middle followed by Upper. In 	Yes	Every effort to maintain social distance is made	1x3 3

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<p>create risks of breaching social distancing guidelines</p>		<p>the afternoon the same to ensure all bubbles are maintained as much as possible.</p> <ul style="list-style-type: none"> • Different entrances/exits where possible are identified and used for different bubbles. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Pupils arrive in school via the back playground and remain on their minibus until their bubble has been called • Pupils and staff will enter the building via their allocated zone entrance/exit • Staff bubbles will remain in designated areas of the taxi area until called to meet pupils from their taxis. • Staff will not mix in bubbles while waiting for pupils or following drop off of pupils to taxis. • Pupils and staff will remain in bubbles and zones at the end of the school day until called to their taxis. • The number of entrances and exits to be used is maximised; bubbles enter and exit through their own access point, using the hand sanitisers mounted next to the doors as they pass. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • The pastoral team will manage the movement of bubbles on arrival and departure to avoid groups congregating. • 		<p>at the beginning and end of each day. Staff to be given clear direction to remain within their bubbles at all time.</p>	
<p>Risks of breaching social distancing guidelines throughout the school day.</p>	<p>2x3 6</p>	<ul style="list-style-type: none"> • Separate entrances and exits are identified and used for each bubble • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes are to be used • Reminder presentation is shown each day clarifying each sign to pupils and what they mean. • Lunch hall expectations have been made clear and will be 			<p>1x3 3</p>

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		<p>managed by the pastoral team to ensure social distancing measures re being adhered to.</p> <ul style="list-style-type: none"> • The need for multi-use spaces has been minimised but, where necessary, their use is timetabled clearly to allow for cleaning and only used by one bubble at a time. • Additional learning spaces allow for smaller groups and social distancing measures to be adhered to. • All staff are aware of their responsibility to inform SLT at the earliest opportunity when social distancing expectations are breached, particularly where changes may need to be made to expectations and procedures, due an unforeseen issue (e.g. bottle neck, high traffic, timetabling error). 			
Daily attendance registers for new cohorts are not in place	2x3 6	<ul style="list-style-type: none"> • Teachers are responsible for the completion of school daily attendance registers • Office Manager responsible for completion of DfE daily submission • Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. 	Yes		1x3 3
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2x4 8	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and <u>flowchart from Public Health</u> • Ensure contact details of families are up to date. • Pupils will remain in the medical room and transported home by staff in PPE on the school minibus. All relevant areas will be vacated, cleaned and sanitised. • Parents will receive a guidance leaflet on isolation periods for the family based on up to date government guidance. • Information on obtaining a test and use of test and trace will be provided. • Parents will be required to inform the school of the outcome of the test. • Additional contact will been made with families who are isolating 	Yes		1x4 4

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		<p>to ensure they are well supported.</p> <ul style="list-style-type: none"> • All contact details of families are up to date. • Staff will inform another member of staff immediately if they become unwell and will then leave the building. • The informed member of staff will notify SLT immediately and all relevant areas will be vacated, cleaned and sanitised. • Staff will receive a guidance leaflet on isolation periods for them and their family based on up to date government guidance. • Information on obtaining a test and the use of 'test and trace' will be provided. • Staff will be required to inform the school of the test result. • All staff contact details are up to date. 			
Resumption of day visits	3x2 6	<ul style="list-style-type: none"> • In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). <ul style="list-style-type: none"> ○ Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. ○ Use of outdoor spaces in the local area to support delivery of the curriculum. ○ Usual full and thorough risk assessments in relation to all educational visits. ○ Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 	Yes	All offsite risk assessments to be checked and signed by the education visits coordinator prior to any trip taking place.	1x2 2
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					

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Pupils eligible for free school meals do not continue to receive vouchers	2x3 6	<ul style="list-style-type: none"> FSM Voucher scheme is continued Issues with food poverty to be addressed through application to Early Help Hubs 	Yes	Issuing of FSM vouchers will be determined by the governments position as to whether they will be available	1x3 3
Meals are not available for all children in school	2x3 6	<ul style="list-style-type: none"> Communication with catering provider to consider options Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing Stagger lunchtimes to align with staggered start and finish times. Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. Consider lunchtimes in the classroom for younger year groups. Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	Yes		1x3 3
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	2x4 8	<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 attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding 	Yes		1x4 4

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		<p><u>Policy</u>. Link added in v3. A new safeguarding model needs to be adopted from September 2020.</p>			
<p>High risk of increased disclosures from returning pupils</p>	<p>2x4 8</p>	<ul style="list-style-type: none"> Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	<p>Yes</p>		<p>1x4 4</p>
<p>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</p>	<p>3x3 9</p>	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners to support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	<p>Yes</p>	<p>Metal Health Lead leading the recovery curriculum are in place to ensure pupil and staff wellbeing is paramount consideration.</p>	<p>1x3 3</p>
<p>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</p>					
<p>Pupils' behaviour on return to school does not comply with social distancing guidance</p>	<p>3x3 9</p>	<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 	<p>Yes</p>	<p>Will be encouraged although widely accepted this will be extremely challenging for staff with our cohort of children who have, social and emotional difficulties.</p>	<p>2x2 4</p>

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		<ul style="list-style-type: none"> • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 		<p>Incentivising Rewarding good social Fist Pumps Virtual hugs Modelling different ways of safe social interaction.</p> <p>Protective behaviour training Recovery Curriculum</p>	
<p>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</p>					
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>	<p>4x2 8</p>	<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. Language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • For pupils in year 7, it may be necessary to address gaps in English and maths from the key stage 2 curriculum. • Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. 	<p>Yes</p>	<p>Detail around all the other assessment</p>	<p>1x2 2</p>

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		<ul style="list-style-type: none"> • Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools to address gaps in learning. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school 			
School unable to meet full provision required in line with EHCP	2x3 6	<ul style="list-style-type: none"> • Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. 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 	Yes		1x3 3
Operational needs of school create insufficient resource to support ongoing learning offer for	2x3 6	<ul style="list-style-type: none"> • Any pupils not attending will access regular support from the pastoral outreach team, class teachers and SLT. • Phone calls and home visits, which will include advice and support regarding wellbeing and learning, are included in the offer for pupils and their families who are not in attendance. 	Yes	Challenging for a lot of our families who have no internet access and poor access to technologies which can	1x3 3

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eligible pupils who can't attend school, as well as those that continue to be out of school		<ul style="list-style-type: none"> Teachers will provide tailored learning to those children and families not attending and will ensure there are regular opportunities to feedback on the learning carried out, through phone calls, home visits and class dojo. Online learning activities will be provided and where possible remote teaching. The school timetable will allow for the release of teachers and the outreach team to effectively support the learning and wellbeing of pupils still at home. 		keep them connected. Government expanding scheme to get mobile technologies to families in challenging circumstances School to look into purchasing through government grants related to this area of need	
Pupils moving on to the next phase in their education are ill-prepared for transition	2x3 6	<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. Regular communications with the parents of incoming pupils are in place, including letters, newsletters. Limited tours of the school are available to all new and prospective pupils. 	Yes		1x3 3
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	2x4 8	<ul style="list-style-type: none"> Only the staff required are in school, to maintain safeguarding and ratios Contingency planning is in place to ensure staff are available at all levels, e.g. SLT, DSLs, first aid qualified staff and fire marshals. The schools' IEB chair is kept regularly informed throughout and has been consulted on the risk assessment for safe reopening. Flexible/floating staff are identified in each bubble to enable cover for staff absence to be covered within the bubble where possible. 	Yes		1x4 4

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<p>Identify staff unable to return to school</p>	<p>2x4 8</p>	<ul style="list-style-type: none"> • 0 known members of staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded 	<p>Yes</p>		<p>1x4 4</p>
<p>Staff are insufficiently briefed on expectations</p>	<p>2x3 6</p>	<ul style="list-style-type: none"> • Middle leaders have been included in the planning and procedural process to ensure sufficient leadership of the implementation of expectations across the school. • INSET training on the first day of return will take place initially to enable relevant training and expectations in relation to the 'new normal' (social distancing, timetable amendments, safe zone, sanitising, expectations for modelling best safe practise, bubbles etc). • Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school • Support for mental health and wellbeing has been communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Staff workload expectations and tasks have been clearly communicated • <u>Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3)</u> • <u>Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19)</u> 	<p>Yes</p>		<p>1x3 3</p>
<p>10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>					
<p>Measures are not in place to limit risks and limit movement around the building(s). Social</p>	<p>3x4 12</p>	<ul style="list-style-type: none"> • Agreed new timetable and confirmed arrangements for the school day, which includes designated spaces and bubbles to reduce the risk of cross contamination of facilities and resources. • The risk pupils pose to one another and staff will be dynamically risk assessed, based on pupils' behaviour attitudes and recorded 	<p>Yes</p>		<p>1x4 4</p>

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<p>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>		<p>as sleuth data.</p> <ul style="list-style-type: none"> • Expectations have been clear for staff to inform SLT of incidents where interventions are required, which break social distancing expectations. • Classrooms have been re-modelled with chairs and desks organised to allow for social distancing and forward facing pupils. • Excess furniture has been removed to reduce the risk of spread on surfaces. • There have been clear, visual-friendly signage displayed in classrooms and throughout all zones promoting social distancing and clarifying expectations • Hand washing facilities are present in each learning zone and hand gel stations are clearly signed on entry/exit to each zone. • Bubbles are identified where there is no movement of staff or children between these. • Pastoral support will be specifically allocated a bubble to provide intervention work and will only respond to calls for support in another bubble where the safety of pupils and staff is compromised. • PPE gear will be provided for any work with children that breaks social distancing of 2 metres e.g first aid. • Hand gel stations in place for potential cross over areas: SLT offices front office, Pastoral • Additional staff allocated to each family group to ensure no movement across family groups is required to cover staff absence or illness. • Zones have a number of rooms and spaces to support social distancing and separating of pupils and staff. • Zones have been clearly signposted to show direct of movement and avoid breaches of social distancing • Parents have been informed that no personal items such as toys etc should be brought into school to avoid any potential cross contamination. <p>Appropriate supervision levels are in place and staff are not required to cross bubbles.</p>			
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The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	2x3 6	<ul style="list-style-type: none"> The maximum capacity of combined staff and pupils for each classroom and teaching space has been established to ensure compliance with social distancing measures and in line with government guidance Additional learning spaces have been provided for each class to enable smaller group sizes and social distancing compliance. All furniture not in use has been removed from classrooms and teaching spaces. All soft furnishings/toys have been removed from all classrooms, learning spaces and shared play spaces. Resources have been distributed across zones and bubbles to reduce the risk of cross contamination during indoor and our door activities Arrangements have been reviewed regularly and staff have been briefed on the agreed actions to take should they identify a potential hazard in relation to a breach of social distancing. 	Yes		1x3 3
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	2x3 6	<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 	Yes	Multiple Staff rooms in operation to minimise staff contact with each other.	1x3 3
Queues for toilets and handwashing risk non-compliance with social distancing measures	3x3 9	<ul style="list-style-type: none"> Clear social distancing floor markers are visible should a pupil need to wait for their turn There is a maximum of one pupil allowed to wait for the toilet Toilet times have been relaxed to any time of the school day to ensure there are no high traffic times such as break and lunch Pupils and staff will know that they can only use the toilet one at a time. The toilets are cleaned three times daily. Regular monitoring by the cleaner in each zone will ensure a constant supply of soap and paper towels. Bins has been emptied regularly. 	Yes	Communication with cleaning staff is maintained to ensure this level of cleaning is sustainable.	1x4 4

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		<ul style="list-style-type: none"> • Pupils has been reminded regularly on how to wash hands and young children are supervised in doing so. • Handwashing has been incorporated into the daily timetable. • Provision of hand gel stations are available where there are no handwashing facilities, e.g. reception areas and entry and exit points. 			
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	3x4 12	<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 September opening. • Enhanced 'deep clean' to take place 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 every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 	Yes		1x4 4
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	3x4 12	<ul style="list-style-type: none"> • City Serve and the school directly employed cleaning staff are aware of the guidance for cleaning of non-healthcare settings. Document: COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which any symptomatic person comes into contact • Sufficient and suitable equipment has been available for the 	Yes		1x4 4

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		<p>required clean</p> <ul style="list-style-type: none"> • Adequate waste disposal arrangements are in place to dispose of contaminated equipment. • Alternative arrangements, to maintain regular contact and learning for vulnerable pupils, is in place in the event that the school needs to close for a Covid-19 clean. • The school will seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if a distance of 2m from the child cannot be maintained. 				
<p>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</p>						
<p>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</p>	<p>3x4 12</p>	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers has been undertaken before the school reopens and additional supplies has been purchased if necessary. • Appropriate measures to supervise effective hand washing of young children is in place • Monitoring arrangements with cleaners designated to each zone will in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • <u>Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3)</u> • Posters and electronic messaging boards will reinforce the need to wash hands regularly and frequently. • Good respiratory hygiene will be reinforced using the 'catch it, kill it, bin it' message. 	<p>Yes</p>		<p>1x4 4</p>	
<p>Inadequate supplies and resources mean that shared items are not cleaned after each use</p>	<p>2x3 6</p>	<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 	<p>Yes</p>	<p>Each child has a labelled pencil case which contains their own writing equipment. Children encouraged to</p>	<p>1x3 3</p>	

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		<ul style="list-style-type: none"> sharing of stationery and other equipment where possible. Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products The governing board finance committee is aware of any additional financial commitments 		<p>keep their own resources separate from others.</p>	
13. School level response should someone fall ill on site in line with govt guidance					
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</p>	<p>3x4 12</p>	<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. Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. Staff are aware of the location of the emergency PPE pack. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: 	<p>Yes</p>	<p>Each bubble have their own store of PPE equipment.</p>	<p>1x4 4</p>

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		<p>https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</p> <ul style="list-style-type: none"> Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. <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> 			
<p>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</p>	<p>3x4 12</p>	<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. 	<p>Yes</p>		<p>1x4 4</p>

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		<ul style="list-style-type: none"> Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings 			
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	3x3 9	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE. Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs Seek LA support for emergency PPE stock Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 	Yes		1x3 3
PPE provision is not in place for staff providing intimate	3x3 9	<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 	Yes		1x3 3

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<p>care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</p>		<ul style="list-style-type: none"> • 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 			
<p>15. Managing premises related issues</p>					
<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>	<p>3x3 9</p>	<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 updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works and associated risk assessments • Where BCC is the building owner the <i>landlord approval</i> 	<p>Yes</p>		<p>1x3 3</p>

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		<i>process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building			
Fire procedures are not appropriate to cover new arrangements	3x2 6	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Reduced 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. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan. 	Yes	Fire drill to take place by 12.9.20	1x2 2
Fire evacuation drills - unable to apply social distancing effectively	3x2 6	<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 	Yes		1x2 2
Fire marshals absent due to self-isolation	3x2 6	<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. 	Yes		1x2 2
Statutory compliance has not been completed due to the availability of contractors during lockdown	3x3 9	<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. • LA support is in place 	Yes		1x3 3
The costs of additional measures	3x2 6	<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. 	Yes		1x2 2

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<p>and enhanced services to address COVID-19 when reopening puts the school in financial difficulty</p>		<ul style="list-style-type: none"> • 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 			
<p>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach</p>					
<p>Considerations</p> <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 reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. • There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. • In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes • The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. • Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. • If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. • It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. 					

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Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	3x3 9	<ul style="list-style-type: none"> • An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3) • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • 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 advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service 	Yes		1x3 3
Staff, particularly those from BAME heritage, are	3x3 9	<ul style="list-style-type: none"> • 5 BAME staff • 0 BAME staff risk assessed and requiring to remain shielded at home 	Yes		1x3 3

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reluctant to attend school due to the media coverage on deaths related to coronavirus.		<ul style="list-style-type: none"> All BAME staff able to return Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 			
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	3x3 9	<ul style="list-style-type: none"> 30 BAME pupils 0 BAME pupils risk assessed and requiring to remain shielded at home All 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. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 	Yes		1x3 3
Parents do not follow advice on social distancing when visiting the school	2x3 6	<ul style="list-style-type: none"> All Visitors (including parents/carers) to the school will be restricted to one area, or to an allocated appointment time All visitors will be required to wear a face covering while in the building. Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers 	Yes		1x3 3
17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety,	2x3 6	<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. 	Yes		1x3 3

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<p>fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>		<ul style="list-style-type: none"> • Staff, pupils, parents and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3. 			
<p>Risks are not comprehensively assessed in every area of the school, considering COVID-19,</p>	<p>3x4 12</p>	<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"> ○ 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 	<p>Yes</p>		<p>1x4 4</p>

18. Home to School Transport

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

Keys points include:

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

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

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<p>Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient</p>	<p>3x3 9</p>	<ul style="list-style-type: none"> Schools' individual requirements are discussed with Home to School Transport to prepare for full return. Schools are aware of the proposed routes and vehicle allocations for September opening Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers 	<p>Yes</p>		<p>1x3 3</p>
<p>19. Contingency planning for local lockdown</p>					
<p>No plan in place if an outbreak or local lockdown should occur</p>	<p>3x3 9</p>	<ul style="list-style-type: none"> School Business Continuity Plan has been updated Proposed resourcing model is in place should lockdown and partial or full closure be required Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> Blended learning offer to support continued delivery. Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> Information and guidance have been shared to support parents and carers of children who are learning at home 	<p>Plans in place</p>	<p>Staff to be briefed on return to school</p>	<p>1x3 3</p>

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		<p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <ul style="list-style-type: none"> • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown • Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020 • In local lockdown areas children in Y7 and above should wear face coverings in communal spaces. Consider use of face coverings for pupils outside of local lockdown areas if appropriate. 			
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