



St Paul's School

Whole School Risk Assessment (V5)

Return of All Pupils September 2020

Introduction

Last updated: 26/08/2020

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

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and has been updated on later guidance from 6th August 2020. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

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

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

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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) to determine the the Likelihood and Severity being independently scored and plotted.

provides a method level of risk, with

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

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls <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 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>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>
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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 (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 P9 EY duty email address added P10 reference to handwashing supervision for EYFS added	Dated 09/07/2020, Published 10/07/2020

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	<p>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>	
<p>3</p>	<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 in light of Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of sufficient time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school P22 reference to daily (or more often) cleaning of touchpoints</p>	<p>17/07/2020</p>

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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>	28/07/20
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>	06/08/20

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	<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> <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>	
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans (KP & FB)					
Lack of certainty over returning numbers	High	<ul style="list-style-type: none"> Planning for full attendance of all year groups Full return arrangements in place for year groups / pupils Support for pupil/parent anxiety about return to school and vulnerability to COVID-19. First term will focus on PSE wellbeing for all year groups and throughout the whole curriculum, including assemblies. 1 pupil remains shielded at home Requests for support for vulnerable families sent through Early Help Hubs via DSLs Home to school transport in place where required. Transport guidance provided by Travel Assist. Readiness to implement Test and Trace: https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works	YES 	Staff induction to highlight PSE focused curriculum SW to check transport in readiness for school return Staff to contact pupils over summer break to check in and pupil start date	4 x 3 = 12
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>	Medium	<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 (DSL, SENCO, emergency first aid), 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. A blended model of home learning and attendance at school is utilised until staffing levels improve. 	YES 	To call staffing agency to organise appropriate staffing levels To ensure that all agency staff are provided with robust COVID guidance as per the schools COVID Protocol Ensure COVID Protocol is up to date	2 x 3 = 6



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		<ul style="list-style-type: none"> Contingency planning with LA is in place and additional resource identified Secondary groups / bubbles will be as per normal groupings A, B, C & D which are mixed year groups allowing for mixed groups for specialist teaching and transport For the primary school there will be one bubble with mixed year groups to include all primary pupils. 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) Teaching assistants will move with the groups as per normal 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	Low	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Referrals to be met under strict COVID guidance for all visitors to the school. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil response forms Head Teacher to liaise with EHCP Co-ordinator to ensure a regular review of admissions/referrals to ensure a timely and efficient response All pupils risk assessed and discussed regularly any issue addressed through SLT and form groups and if problems continue to arise go via SLT LA support for individual or complex cases. 	YES 	EB to chase SENAR on formal responses where a place has been offered to ensure pupils are in school during this time making it more important	2 x 2 = 4
2. Plan how the whole school will be accommodated and encourage attendance (KP & FB)					
Plans are not in place to identify number of classrooms and	Low	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and specify entry/exit points and classroom use 	YES		2 x 2 = 4

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additional furniture or social distancing measures for each year group		<ul style="list-style-type: none"> • 35 maximum number of children and staff that can be accommodated in the secondary school on any given day with a teacher and TA per class. • 15 maximum number of children and staff that can be accommodated in the junior school on any given day with a teacher and 3 TAs per class. • Secondary: 7 designated classrooms to include break out room to accommodate PHPs being fully utilised for each group and reorganised to allow front facing desks where possible / relevant. • Primary: 5 designated classrooms being fully utilised for each group and reorganised to allow front facing desks where possible. To include 1:1 situation. • Furniture items to be arranged to be front facing. • Computer desks are fitted and back facing to accommodate 1 metre social distancing. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan 			
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	Medium	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled and space maximised with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and teaching assistants. • In secondary school the teaching group stay together and do not mix with other pupils. 	YES 	External providers are provided with a whole school risk assessment School has an up to date risk assessment for external providers including individual risk assessments for Southside, Envirohort and PE based Curricula	2 x 3 = 6

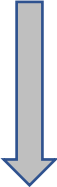

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		<ul style="list-style-type: none"> • Staff to liaise with Southside and Envirohort to ensure pupils are attending and are not presenting with COVID symptoms • Consideration of staffing changes to cover absence. • Due to pupil numbers and the number of rooms available, there is space within each school setting to accommodate pupils safely. • Pupils to have their lunch in the halls as per their usual routine. Staff and pupils to wash and sanitize hands prior to sitting down for lunch. • Table to be wiped down at the end of service 			
There is a need for review use of space to allow for the school to fully operational	Low	<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g, dining areas, halls, particularly in outdoor areas, farm, the venture, external provision (Southside and Envirohort) • 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. • All pupils will need specific help and preparation for the changes to routine that this will involve, so staff are better able to support pupil's individual needs, for example using social stories. More information on pupils with education, health and care plans can be found in Annex B of the guidance. • Outdoor sports should be prioritized where possible, and large indoor spaces used where it is not, maximizing distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. 	YES 		2 x 2 = 4
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 (KP, FB & SW)					
Parents and carers are not fully informed of the health and safety requirements for the	Medium	<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. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils 	YES 	Pupils and parents to be contacted prior to school opening to update re: COVID protocol	2 x 3 = 6



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reopening of the school		<ul style="list-style-type: none"> Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance Communication to go out the week prior to pupils returning to clearly outline new routines and safety measures. For all pupils discuss RA with parents, and where appropriate, with pupils. 		Whole school risk assessment to be visible on website	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	High	<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 Ensure contact details of families are up to date. 	YES ↓	SW to ensure all contact details are up to date	3 x 3 = 9
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	Medium	<ul style="list-style-type: none"> Refer to school's hygiene policies Accessing the learning available from DfE: Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk Information about how to <u>connect families to local support is available here</u>. Consideration given to personal items of children and hygienic storage of items. 	YES ↓	Parents to receive a weekly phone call as part of current protocol. Head teacher to send out letter confirming up to date COVID protocol.	2 x 3 = 6
4. The school day (KP & FB) This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social	Medium	<ul style="list-style-type: none"> Pupils arrive in taxis at staggered times. Staff allocated to front door as well as outside to manage taxi's arriving and calling pupils via radios. Form group tutors supervised pupils leaving in response to radio calls. 	YES ↓	Ensure staff are allocated to greet pupils from mini bus at the front door and escort to the creative scrub to	2 x 2 = 4




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distancing guidelines		<ul style="list-style-type: none"> • Due to the small pupil numbers across the whole school it is deemed safe for pupils to arrive and leave via the main entrance. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Pupils are directed to the creative scrub to wash and sanitize hands and have their temperature taken and recorded. • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • If a pupil arrives with a temperature they will be escorted by the member of staff on the front door to the medical room. Radios will be used to inform SLT and staff in line with the COVID 19 high temperature protocol. 		hand sanitise and hand wash. Pupils to then be escorted straight to the classroom. Create COVID 19 staff protocol pack, disseminate with staff during Sept inset days.	
Daily attendance registers for new cohorts are not in place	Low	<ul style="list-style-type: none"> • SW responsible for completion of school daily attendance registers • SW responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body • Governors have requested drill down on attendance data to include normal attendance and COVID attendance. To be reported in termly Governors meetings. 	YES 	To create effective attendance reporting for staff and governors (KP)	2 x 2 = 4
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	Medium	<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 flowchart from Public Health • Ensure contact details of families are up to date. • Staff inset to include COVID whole school RA and responsibilities disseminated. 	YES 	SW to ensure that family / carer contact details are up to date. (SW) Ensure ID policy is in COVID pack (FB) Inset to be planned around COVID guidance / protocols (KP / FB)	2 x 3 = 6




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		<ul style="list-style-type: none"> During September inset staff will be provided with guidance prior to pupils returning to school to ensure all are informed and confident of their responsibilities. 			
Resumption of day visits		<ul style="list-style-type: none"> In the autumn term, educational visits will take place with a focus on outside trips in line with the current curriculum. All risk assessments will be updated to ensure that pupils and staff have minimal contact with others. Face masks only to be worn in line with national guidelines, e.g. in shops etc. Protective measures, such as keeping children within their bubble / group, and the COVID-secure measures in place at the destination. Use of outdoor spaces in the local area to support delivery of the curriculum. Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 	YES 	SW to send out consent packs to all parents / carers SW to update induction packs for all pupils with COVID guidelines (SW)	2 x 3 = 6
5. Provision for meals and FSM. (SW) Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	Low	<ul style="list-style-type: none"> Internal FSM Voucher scheme is continued only for pupils who are shielding As an independent school we are not entitled to Government FSM vouchers. Work to be carried out to try and overcome this whilst we work with some very vulnerable young people. 	YES 	Contact local MP and relevant links within BCC to establish FSM for pupils. (KP)	1 x 1 = 1

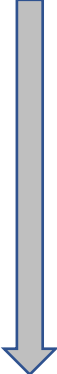
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The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	Low	<ul style="list-style-type: none"> Form group tutors to provide breakfast club as per pre lock down School kitchen to reopen School menu to provide a meat and vegetarian option Collaborate with other schools where there are arrangements in place School cook to deliver lunches across both sites Pupils to eat lunches socially distanced in school halls Communicate information to parents / carers 	YES 	Send out school letter Communicating procedures and guidelines. (KP)	2 x 2 = 4
Meals are not available for all children in school	Low	<ul style="list-style-type: none"> Communication with cook 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 Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option. Usual considerations in place for dietary requirements 	YES 	MV to check with suppliers that they are adhering to social distancing guidelines and hygiene measures. (MV)	1 x 1 = 1
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer (KP, FB & CW) 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	Medium	<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 	YES 	Contact SENAR / BCC for up to date contact details for swift advice MV to advise re fire evacuation and lock down procedures inline with COVID guidelines (MV)	3 x 2 = 6



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		<ul style="list-style-type: none"> Reference to an addendum for the BCC Model Safeguarding Policy. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval. 			
High risk of increased disclosures from returning pupils	Medium	<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 parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	YES 	Continue to adhere to current safeguarding guidelines	2 x 3 = 6
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	Medium	<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 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. All staff have had extensive CPD during COVID lock down on a range of health and wellbeing subjects. 	YES 	Collate and update CPD tracking to reflect all training (FB) New staff starting in September to ensure they have all relevant CPD updates (FB)	2 x 3 = 6
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting (FB & IA)					
Pupils' behaviour on return to school does not comply with social distancing guidance	High	<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 and floor markings. Assemblies will also ensure COVID safety is reinforced weekly. 	YES 	Standardised screen savers on all PCs to remind pupils and staff of social distancing and COVID guidelines to include be kind	3 x 4 = 12

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		<ul style="list-style-type: none"> • For younger pupils this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 		<p>messages</p> <p>Behaviour policy will be consistently updated in line with guidelines and pupil conduct.</p> <p>Letter to parents / carers to stipulate the importance of pupils following COVID guidelines.</p>	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support (KP & FB)					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	Very high	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning 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), reading and mathematics for primary pupils and sciences, 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. • 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 	YES 		4 x 3 = 12



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		<ul style="list-style-type: none"> • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified and day to day delivery. • Pupils in digital poverty who are shielding will be provided with the necessary resources to continue with their education. • Exam syllabi are covered where appropriate • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • 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. 			
School unable to meet full provision required in line with EHCP	Low	<ul style="list-style-type: none"> • Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service • All EHCP targets are addressed via the school points system for every lesson and school day as per standard practice. 	YES 	Individualised targets / points to be updated to reflect current EHCPs (EB / all staff)	2 x 2 = 4
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	Medium	<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition 	YES 	Check that BEP offer of online resources are available to us as an independent school. Likewise, to follow up on NS engage, NS Trust and Teaching Schools Alliance	2 x 2 = 4




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Pupils moving on to the next phase in their education are ill-prepared for transition	Medium	<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. post-16 providers, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. 	YES ↓		2 x 2 = 4
9. Content and timing of staff communications including bringing in staff in advance of pupils returning (KP & FB)					
Staffing levels can't be maintained	Medium	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Agency staff will be utilised should there be a need to do so. 	YES ↓	Contact agency on relevant staffing (FB)	2 x 3 = 6
Identify staff unable to return to school	Low	<ul style="list-style-type: none"> • No staff are 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 • Should a member of staff fall into this category specific activities for staff who are vulnerable/shielded will be discussed and agreed. 	YES ↓		2 x 2 = 4
Staff are insufficiently briefed on expectations	Low	<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 	YES ↓		1 x 1 = 1


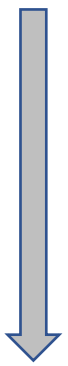
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		<ul style="list-style-type: none"> • Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19) 			
10. Protective measures and hygiene (KP & FB) This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	Medium	<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. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school 	YES 	Posters and signage to be updated across both school sites	3 x 2 = 6
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	Low	<ul style="list-style-type: none"> • All classrooms have been re-arranged inline with guidelines • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	YES 		1 x 2 = 2



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Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	Medium	<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. 	YES 	Staff to ensure they are reminding each other of social distancing when in the staff room, staff kitchen, reception and offices	3 x 2 = 6
Queues for toilets and handwashing risk non-compliance with social distancing measures	Low	<ul style="list-style-type: none"> • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time and sufficient time is allowed to do so. • Pupils are encouraged to access the toilet during class/throughout the day. • The toilets are cleaned frequently • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. • Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England. 	YES 		1 x 2 = 2
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 (MV)					
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	Low	<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. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups 	YES 	SLT to constantly be in contact with Estates to ensure effective communication on all health and hygiene matters	2 x 2 = 4


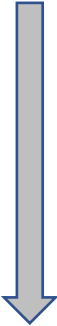
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		<ul style="list-style-type: none"> Working hours for cleaning staff are increased in agreement with staff. Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient capacity 			
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	Low	<ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance Plans are in place to identify and clean all areas with which the symptomatic person has been in contact Sufficient and suitable equipment is available for the required clean Adequate waste disposal arrangements are in place to dispose of contaminated equipment Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean Seek support from Public Health Birmingham. Use the flowchart 	YES 		1 x 2 = 2
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, practical equipment (MV)					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	Low	<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. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day, large volumes of flammable liquids should be referenced in your fire risk assessment (added in V3) Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Hand washing for 20 seconds minimum encouraged. Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. 	YES 	Check large volumes of flammable liquids have been referenced in fire risk assessment (added in V3)	2 x 2 = 4

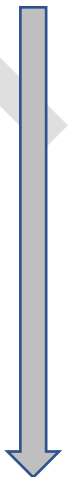
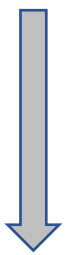
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Inadequate supplies and resources mean that shared items are not cleaned after each use	Medium	<ul style="list-style-type: none"> • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and other equipment should be cleaned frequently and meticulously and always between bubbles • 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 body are aware of any additional financial commitments 	YES 		2 x 3 = 6
13. School level response should someone fall ill on site in line with govt guidance (KP & FB)					
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	Medium	<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. The flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort shared with staff and parents / carers. • 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. • Governors are satisfied that arrangements are in place and in line with DfE guidelines 	YES 	Check final point with MV and DC (KP)	2 x 2 = 4


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		<ul style="list-style-type: none"> • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • <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> 			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	Low	<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 will be in allocated medical rooms where the door can be closed (age permitting of child) and with windows for ventilation. 	YES 		2 x 3 = 6



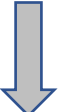


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		<ul style="list-style-type: none"> PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 			
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home (MV)					
Provision of PPE for staff where required is not in line with government guidelines	Low	<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 	Provide staff guidance on PPE (MV)	1 x 3 = 3
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		<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 Governors are satisfied that arrangements are in place and in line with DfE guidelines 	YES 	As an independent school currently unaware of LA support to obtain PPE. To follow up (KP)	2 x 3 = 6


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they can return home					
15. Managing premises related issues (MV)					
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	Low	<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 in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. Were 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 	YES 	<p>Staff have been asked to do individual risk assessments to see if there are any requirements needed to keep them safe, we are aware of and special requirements.</p> <p>Contractors are asked to do any work outside school hours were ever possible.</p>	2 x 3 = 6


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Fire procedures are not appropriate to cover new arrangements	Low	<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. 	 	Contact MV to ensure clear revised guidelines are shared with all staff (KP) There are no new procedures as the muster point is in a park where there is sufficient room for social distancing. KP has been notified and fire R.A has been updated. Fire drill will be arranged once pupils are back.	2 x 3 = 6
Fire evacuation drills - unable to apply social distancing effectively	Low	<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 			
Fire marshals absent due to self-isolation	Low	<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. 		New school staff will be trained as Fire Marshalls – in the meantime, Estates staff are able to carry this out.	
Statutory compliance has not been completed due to the availability of contractors during lockdown	Low	<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 		Over the lockdown period, Estates has been carrying out flushing out of all water systems. These are now ready for our return.	




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The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	Low	<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 			$2 \times 3 = 6$
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach (EH)					
<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 difference between 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. 					



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<ul style="list-style-type: none"> • If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. • It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. 					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	Low	<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 considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the 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 	EIA Undertaken Staff required to complete Individual RA/Wellbeing Check Staff to inform their LM & HR should their health issues change As part of the RA, this has been discussed and guidance followed As per Ind RA	2 x 3 = 6

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Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	Low	<ul style="list-style-type: none"> • 6 BAME staff • 0 BAME staff risk assessed and requiring to remain shielded at home • 6 BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing to be raised in team meetings and 1:1's • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. to be raised in team meetings and 1:1's • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	YES 	HR sent to all staff over the period of lockdown. To ensure this is followed up again in September	2 x 2 = 4
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	Medium	<ul style="list-style-type: none"> • 15 BAME pupils • 0 BAME pupils risk assessed and requiring to remain shielded at home • 15 BAME pupils able to return but requiring additional support • There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided. 	YES 	SLT to ensure staff are provided with resources / www to support anxiety	3 x 2 = 6
Parents do not follow advice on social distancing	High	<ul style="list-style-type: none"> • Visitors (including parents / carers) to the school may be restricted to one area, or to an allocated appointment time. • Letter to parents and carers has clearly stipulated that they 	YES 		2 x 2 = 4



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when visiting the school		must have an appointment as opposed to popping into reception. <ul style="list-style-type: none"> • Arrangements for visiting the school are communicated to parents / carers. • Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings 			
17. Work with other school based provision as necessary to ensure policies are aligned where they need to be (FB)					
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	Low	<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 SEN. • 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. 	Yes 	Liaise with Anita Moore re adopting anew safeguarding model (KP)	2 x 3 = 6
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	Low	<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 ○ 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 		All relevant RA to be reviewed and updated accordingly (IA)	2 x 4 = 8
18. Home to School Transport (SW)					
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:					



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



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

Pick up and drop off times	Low	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ○ <i>tell parents/carers that if their child needs to be accompanied to school, only one parent / carer should attend</i> ○ <i>talk to staff about the plans (for example, including discussing whether training would be helpful)</i> • In addition: <ul style="list-style-type: none"> • Use of simple signage to highlight the need for social distancing put up around both school sites. • Pupils and staff to follow standard procedure for start and end of school day as detailed in protocols. • 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. 	Yes 		2 x 2 = 4
Children arriving late as a result of journey to school	Medium	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➢ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read</i> 	Yes 		2 x 2 = 4

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		<p><i>the Coronavirus (COVID-19): safer travel guidance for passengers</i></p> <ul style="list-style-type: none"> ➤ ensure that transport arrangements cater for any changes to start and finish times <p>In addition:</p> <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. • 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 • For further information and guidance regarding any of the above points see: • www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk 			
Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient	High	<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 	Yes 	Concerns re transport arrangements for our pupils. During the phased re-opening in June pupils were squashed into people carriers. SLT and SW to monitor the situation	3 x 3 = 9

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		<ul style="list-style-type: none"> Parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers 			
Travel anxiety for new starters to secondary school	High	<ul style="list-style-type: none"> West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <u>All are available via this link.</u> 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</u> (social distancing) <u>Travelling Safely on Metro</u> (social distancing) <u>Getting through train stations</u> (social distancing) 	Yes 		3 x 2 = 6
19. Contingency planning for local lockdown (This is an added section from our previous draft) (KP & FB)					
No plan in place if an outbreak or local lockdown should occur	Low	<ul style="list-style-type: none"> 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. Online learning application in place and utilised accordingly. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p>	Yes 	Parents, carers and stakeholders to be informed should there be a local level lock down (KP)	1 x 3 = 4

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		<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 https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 Information and guidance have been shared to support parents and carers of children who are learning at home https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4) Resumption of original Risk Assessment to consider phased opening as appropriate Parents have been informed of the school's procedures for local/bubble lockdown 			
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