

Introduction – Coppice Primary School

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

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

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

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

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: https://www.birmingham.gov.uk/COVID-19_schools_faqs.

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

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

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

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

https://www.birmingham.gov.uk/downloads/file/18442/risk_assessment_annexe_mass_testing_issued_4_january_2020

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

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

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

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

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

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

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i>	<ul style="list-style-type: none"> <i>Cleaning regime in place.</i> <i>Correct safe substance used for surfaces.</i> <i>Signage available.</i> <i>Cleaners have received training.</i> <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> <i>Undertake specific risk assessment on snow and ice.</i> <i>Remove all trailing cables in admin office.</i> 	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	3x1=3 Low

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p>Full opening March 2021: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Early Years and Childcare: https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>Special Schools: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</p> <p>Out of School settings: https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>Testing in primary and nursery schools: https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p> <p>Safe working in education and childcare: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>Compilation of all guidance notes for schools: https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>Advice for parents: https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</p> <p>Advice for parents attending Out of School settings: https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>Ofsted guidance and update: https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>Providing meals to pupils: https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p>

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	<p>School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Shielding and guidance for CEV: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <p>Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <p>Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>Transport to schools: https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Recording attendance: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</p>
Governance and other resources	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</p>

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	<p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</p> <p>Useful contacts in BCC:</p> <ul style="list-style-type: none"> • If subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk • Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk • Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk <p>Other resources:</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</p>
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Version edits			
Version No.	Section - Edits	Page	Published
1	Original		07/07/20
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		Dated 09/07/2020,

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Version edits			
Version No.	Section - Edits	Page	Published
	P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text		Published 10/07/2020
3	P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services		17/07/2020

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Version edits			
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	P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of enough time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school P22 reference to daily (or more often) cleaning of touchpoints P22 cleaning toilets regularly P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment P27 absent fire marshals to be replaced with trained substitutes P28 Water system checks and actions to be undertaken prior to wider opening. P30 members of staff with children who cannot attend school are supported P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP P35 addition of section 19 ref contingency planning for local lockdown		
4	P5 weblinks added to DfE guidance on remote learning P19 reference to the need for action planning for local or bubble lockdown P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning		28/07/2020
5	P1 reference to regular review of RA and latest guidance P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P8 reference to Test and Trace process P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport P10 movement of staff across classes and year groups P10 temp staff length of contract P10 support for pupils with SEND including deployed staff P12 maximising space to allow for full operation		06/08/2020

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	P12 collaboration with other settings e.g. dual roll P13 reasonable break for staffing P13 review of space to allow full operation P13 avoid (rather than prohibit) large gatherings with more than one group P13 immunisation programme P13 additional support for SEND, use of social stories and reference to Annex B of guidance P13 minimising risk from music classes P13 phased increase of physical activity P14 no need for more frequent cleaning of uniforms P17 considering of bubbles for wraparound P17 limiting number of wraparound providers parents' access P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition P20 incorporating remote learning into day to day delivery P20 suspension of subjects if needed P20 focus on return to normal curriculum by summer 2021 and timescale for assessments. P20 compulsory RHE education P21 delivery of EHCP P24 encouraging children not to touch peers P24, 26 use of e-bug learning from PHE P25 working hours or additional capacity for cleaning to be planned for P26 encouraging 20 second hand washing P26 modification of narrative around shared resources and 48/72-hour period P28 isolation in closed room with window ventilation P28 guidance for residential staff and isolation P28 reference to guidance on use of PPE P35 organisation of queuing and boarding of dedicated school transport P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport P36 encouraging use of various modes of transports and non-car journeys P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND		

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Version edits			
Version No.	Section - Edits	Page	Published
6	Spelling and grammar checks throughout P5 link to latest statement on face coverings in schools P5 link to latest guidance on out of school settings P14 additional information on music classes and events P17 updated information on out of school club group sizes and maintaining records to keep groups under review P40 reference of face coverings for pupils in lockdown circumstances		01/09/20
7	P1 reminder of updated link to full reopening DfE guidance P1 links to PH guidance, flowchart, checklist and FAQs P5 removal of reference to shielding throughout due to updated guidance, guidance link highlighted P6 link to new guidance ref managing demand and capacity of public transport P6 link to attendance reporting guidance P6 link to Royal College of Pediatrics and Child Health guidance on shielding and self-isolation P11 reminder of DfE attendance return, numbers isolating and record keeping P11 link to shielding update and consideration of individual risk assessments P12 review of bubble sizes and limiting interaction between bubbles P13 furniture placement to support with distance between teacher and pupils P14 immediate access to remote learning available for pupils who cannot be in school on health grounds P15 regular review of control measures and their implementation P15 risk assessment required if external provider operating on site P17 focus on vulnerable children and ensuring DSLs maintain contact with social workers/family support if bubble isolation occurs P18 reminder of attendance guidance P23 informing key workers of non-attendance of vulnerable children P24 link to additional mental health support for pupils and staff P29 regular review of PH FAQs and guidance, and updating the links to checklist whether for a suspected of confirmed case P40 changes to social distancing procedures on dedicated school transport P40 limiting demand on public transport at peak times P42 use of face covering in communal areas where social distancing cannot be maintained P42 consider impact of isolation on vulnerable children		

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8	P1 contents page added P2 updated date of guidance notes P7 links to latest guidance weblinks P13 arrangements for clinically extremely vulnerable pupils P14 shortfall in staffing P14 support for pupils isolating or clinically extremely vulnerable P16 reducing contact between groups P23 staff briefing on pupils and staff at home, ensuring contact if isolating P25 summer exams to be held 3 weeks later than usual P26 plans for intervention for learners who are isolating P27 new national lockdown restrictions and guidance for staff who are clinically extremely vulnerable P39 staff who are clinically extremely vulnerable or working from home P45 blended learning for those who are isolating P45 parents aware of school procedures for lockdown		09/11/2020
9	Review following advice of national lockdown by Prime Minister 8pm 4 th January.		05/01/2021
10	P1 Reference to new DfE guidance P1 Reference to asymptomatic LFD mass testing (appendix) Changing 'key worker' to 'critical worker' throughout P7 Weblinks to latest DfE guidance on schools and special provision P14 Attendance on site prioritised to Critical Worker/Vulnerable Children only Reference to shielding / Clinically Extremely Vulnerable guidance p14 and throughout P15 Blended on site and remote learning. P16 Section on attendance in special schools P17 Section on attendance for resource base pupils P19 Consideration of bubble sizes to meet needs of on site provision, and moving to age-related bubbles P20 Reference to asymptomatic mass testing, guidance under review P21 Robust remote learning offer for the majority of pupils and publication of offer P22 Safeguarding and multi-agency support for vulnerable pupils not attending P23 Registration for on site and remote learners P24 Educational day visits not recommended currently P25 Ensuring FSM vouchers for pupils on and off site P28 Removal of reference to summer exams		18/01/2021

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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					
Lack of certainty over returning numbers	1 x 1 = low	<ul style="list-style-type: none"> Planning for full attendance of all year groups and complete the daily DfE attendance return. Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments 	Y Y Y Y Y Y	All children expected to return. School already involved in weekly testing scheme. During lockdowns, request register set up to monitor how many places will be required by critical workers. Staff aware of routines for children being sent home – advice and expectations reiterated to parents in newsletter dated 26 th February.	1 x 1 = low

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		<p>carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required. Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the guidance for special schools. Home to School transport in place where required. Preparedness to implement Test and Trace as set out the latest guidance. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>N/A</p> <p>Y</p>		
Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)	2 x 2 = low	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). Those living with someone who is CEV can still attend work where home working is not possible. Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. 	<p>Y</p> <p>N/A</p> <p>Y</p> <p>Y</p>	<p>Two shielding staff will return to work in September.</p> <p>There is a risk that staff may get ill over the holiday period.</p> <p>Flexible use of TAs and non-class based staff will ease this.</p> <p>Staff are not teaching on-line lessons.</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
		<ul style="list-style-type: none"> • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Maintain distinct groups or ‘bubbles’ that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. • ‘Bubbles’ of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>School is part of a trust. Trust will be 1st contact point for staffing issues. Look to ensure that staff stay in own bubbles until Summer term wherever possible. PPA staff and support in EYFS and year 1 can mix but encouraged to maintain social distancing and screens provided.</p> <p>PPA staff to work a week on/off in classrooms to minimise crossing bubbles.</p> <p>Will review in summer term if TAs can move – following any updated dfe advice.</p> <p>Remote learning offer and policy agreed and put on the website.</p> <p>Where bubbles closed than remote learning offered in accordance with offer and policy.</p> <p>All existing routines for staggered starts/ends,</p>	

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Measures are not in place to accommodate mandatory attendance		<ul style="list-style-type: none"> Reduced contact between bubbles/groups continues to be reinforced Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. Removing unnecessary furniture out of the classroom to make more space. Use of unused classrooms. Engagement of appropriate services for families not engaging Curriculum leads in school meet regularly to review impact of plan. NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk 	Y Y Y Y Y N/A	<p>Now children can be in classes of 30 all children can return. Children will be forward facing where it is reasonably practical.</p> <p>Classrooms for reception and KS1 acknowledge that for teaching purposes desks may not always be front facing.</p> <p>In KS2, desks are front facing but teachers will be allowed to have small groups for support work if necessary to support the education. Pupils will rotated through this group as necessary and the tables will be wiped between groups. This will allow the teachers to be further away from the children when working with specific children.</p> <p>Where classrooms do not allow staff to be 2m away from the children, they may wear PPE/face shields if they wish.</p>	2 x 1 = low

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				All existing procedures and routines from September remain – staggered starts/end, separate zones for play and lunch times, no mixing of bubbles. Assemblies will be for one year group only. Full management team will meet regularly to review the impact of the plan.	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	1x1 = low	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary schools, classes stay together with their teacher and do not mix with other pupils. • Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Ventilation is increased while spaces are unoccupied e.g. breaktimes. • Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. • Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups. • Consider lunchtimes in the classroom for younger year groups. 	Y Y Y Y Y Y	Where practical children will be facing forwards. Parents informed of new dropping off and collection arrangements – reissued 26 th February 2021. Following government advice children in year group bubbles. Children wash hands regularly. Before and after break. Break times and lunchtimes are staggered. Allocation of lunchtime supervisors changed to discourage crossing bubbles. Bins emptied throughout the day.	1 x 1 = low

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		<ul style="list-style-type: none"> In EYFS handwashing supervision is in place. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups. Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. 	Y Y Y	Children in reception and year 1 will eat in classrooms initially to support with social distancing in the dining hall. During lockdowns, children will revert to being as far a part as possible in the classrooms – with desks being separated where possible. Children will be discouraged from coming in as much as possible unless absolutely necessary or vulnerable.	
There is a need for additional space to allow for curriculum to be fully delivered	3 x 1 – low	<ul style="list-style-type: none"> Encourage use of outdoor space, weather dependent. Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe. Design layout and arrangements in place to enable social distancing The EYFS environment is re-organised to meet requirements of social distancing Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. 	Y Y Y Y Y	Government guidance states that younger children cannot socially distance and cannot be expected to. The risk is mitigated by more regular and effective handwashing. There is a rota for the use of the hall for PE. Increased use of the woods and other outdoor spaces.	3 x 1 =low

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		<ul style="list-style-type: none"> Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed. Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 	Y Y	Assemblies in classrooms delivered by class teachers and through Teams. Separate risk assessment undertaken for music lesson across the school.	
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	2 x 1 = low	<ul style="list-style-type: none"> As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance. Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods. For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion 	Y Y Y Y Y Y	Parents receive regular newsletters. Constant reminders included about what to do if a child has symptoms – latest update 26 th February 2021. There is a COVID-19 section on the website. Parent handbooks in the process of being updated. Increased signage around the school – reviewed and renewed February 2021. Remote learning offer put on the website for periods of lockdown and isolation.	

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		<ul style="list-style-type: none"> Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Bring any support requests to weekly LA SEND Panel Requests for support for vulnerable families sent through Early Help Hubs LA support for individual or complex cases 	Y Y Y	SEND children monitored by the SENCo.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2 x 1 = low	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	Y Y Y	Contact details have been checked by the office. Reminder of guidance and routines issued to parents 26 th February 2021. School has clear procedure if a child falls ill and this has been utilised.	2 x 1 =low
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place	2 x 2 = low	<ul style="list-style-type: none"> Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. <u>Family Connect</u> support explored if required.. Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	Y Y Y Y Y	Children discouraged from bringing personal items into school. Guidance to parents made clear.	1 x 2 = low
4. The school day					

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The start and end of the school day create risks of breaching social distancing guidelines on site.	3 x 2 = medium	<ul style="list-style-type: none"> Consider stagger to start and end of day. Break and lunchtimes are also considered to maximise teaching time. The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. Different entrances/exits are identified and used for different groups. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only Floor markings are visible where it is necessary to manage any queuing. A plan is in place for the effective and safe handover of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). 	Y Y Y Y Y Y Y Y Y	There is a one way system in place during pick-up and drop-off times to minimise cross over of adults and children. Rota system in place with zones for break times. A video is on the website explaining how the children come into the school. New routines reiterated in letter to parents 26 th February 2021.	3 x 1 = low
Daily attendance registers for new cohorts are not in place	1 x 2 = low	<ul style="list-style-type: none"> Jo Hodge responsibility for completion of school daily attendance registers (for onsite and any remote learners). Jo Hodgeresponsibility for completion of DfE daily submission. Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. 	Y Y Y	Registers now set up. Staff to monitor those children who attend at remote learning sessions and interact with the	1 x 1 = low

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		<ul style="list-style-type: none"> Review <u>separate guidance</u> on recording attendance. <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u> 	Y Y	learning when they are not in school.	
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		<ul style="list-style-type: none"> Key messages are regularly reinforced in line with government guidance. Community languages are considered. Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and <u>flowchart from Public Health</u> Ensure contact details of families are up to date. 	Y Y Y	Procedures known to all staff.	1x1=low
Resumption of day visits		<ul style="list-style-type: none"> DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service. 	Y	No day visits planned. Risk assessment will be undertaken should they start.	1x1=low
5. Provision for meals and FSM.					
Pupils eligible for free school meals do not continue to receive vouchers	2 x 2 = low	<ul style="list-style-type: none"> Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>. A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. 	Y Y Y	FSM vouchers to continue where directed by the government. If no vouchers then food parcels to be offered.	2 x 1 = low

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		<ul style="list-style-type: none"> FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. 			
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	1 x 3 = low	<ul style="list-style-type: none"> Feasibility to continue or reimplement wrap-around provision e.g. PVI's and Childminders. Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely necessary. Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. Offer services on rotational basis. Consideration of use of space for food preparation and consumption. Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing. Collaborate with other schools where there are arrangements in place. Seek support from LA and other voluntary agencies. 	Y Y Y Y Y Y	Provision of school meals and dining hall system already discussed with kitchen staff. Pre and after school child care providers have met with school and identified how provision can continue. Before and after school care is provided by a separate provider and children will be kept in same bubbles as in school.	1 x 2 = low

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Meals are not available for all children in school	2 x 1 = low	<ul style="list-style-type: none"> Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. Communication with catering provider to consider options. Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing. Consider lunchtimes in the classroom for younger year groups. Usual considerations in place for dietary requirements. 	Y Y Y Y Y Y	Menu limited to two options a day with dietary requirements catered for. Lunchtimes have been re-organised. Children in year group bubbles. Younger children will eat in classrooms to ensure that two bubbles in the hall, socially distanced at any one time.	1 x 1 = low
6. Safeguarding provision to support returning children and increased referrals Consider alongside online offer guidance: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	1 x 1 = low	<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 or considered clinically extremely vulnerable. All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to <u>an addendum for the BCC Model Safeguarding Policy</u> to be used. 	Y Y Y Y Y Y	Staff have been briefed on updated safeguarding arrangements. BCC Model Safeguarding Policy with addendum approved by governors and adopted September 2020.	1 x 1 = low

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High risk of increased disclosures from returning pupils	3 x 2 = 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 isolation or following GP advice. Multi-agency arrangements in place to support early help. School is aware of support through Early Help Hubs. Advice is available through CASS, BCC Safeguarding and BCC Prevent Team. 	Y Y Y Y	Vulnerable children contacted more regularly. Some issues have already been identified. Increased number of vulnerable children attending key worker bubbles when using remote learning. DSL teaching timetable reduced from September.	2 x 2 = low
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	2 x 2 = low	<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. 	Y/N Y Y	Staff made aware and to be reminded about "You've been missed" campaign and resources available. Three trained mental health first aiders on staff. Staffroom notice board identifies support agencies.	1 x 2 = low
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance	1 x 3 = low	<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. 	Y	Children who have returned have maintained social distancing outside of their bubbles.	1 x 3 = low

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		<ul style="list-style-type: none"> • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 	Y Y Y Y Y Y Y	Government advice states social distancing will be challenging within bubbles. All children will be reminded about and educated on the reasons for social distancing. However, children will forget and need constant reminders. Teachers to remind children upon return about the expected behaviour standards and also routines related to Covid-19.	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	4 x 1 = low	<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. 	Y Y	Teachers to assess the children upon return to school and be forensic over what needs to be taught. It is better to be very specific about what is taught rather than miss out subjects. Children who have fallen behind identified through	4x1 = low

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		<ul style="list-style-type: none"> • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released. • For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. • For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials • 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. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. 	<p>Y</p> <p>N/A</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>assessment and phone logs.</p> <p>EEF guidance used to support assessment and small group and 1:1 teaching.</p>	

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		<ul style="list-style-type: none"> School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school. Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble. 	Y Y		
School unable to meet full provision required in line with EHCP	1 x 1 = low	<ul style="list-style-type: none"> Currently, no children in school have an EHCP School is in the process of applying for an EHCP for a child and it is important that this continues. 	Y	School will revisit should an EHCP be agreed for any child.	1 x 1 = low
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	3 x 1 = low	<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. Staff deployment including support workers, trainees and volunteers. Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. 	Y Y Y Y Y Y Y	Staff have been providing on-line provision for the children not in school and have built up competence in this.	2 x 1 = low

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Pupils moving on to the next phase in their education are ill-prepared for transition	4 x 2 = 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. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents are planned. 	Y Y Y Y Y	Year 6 teachers to contact secondary schools and complete transition hand over meeting on the phone. Reception video sent to new parents and put on the school website. One-page profiles to be completed for SEN pupils and sent to new schools (Year 6). New Reception children and parents invited into school during the summer holiday to meet their teachers.	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	2x1 = low	<ul style="list-style-type: none"> Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff. Advice sought from LA to support staffing levels or support eligible children to access provision through another school. Chair of responsible body kept informed throughout. Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <u>extra mental health support for pupils and teachers</u> from DfE is also accessed. 	Y N/A Y Y	From March 8 th all staff, except those where risk assessment scores are too high, will be required to be in school for all of their allotted days. Staff consulted with. All schools returning full time so child care issues will be fewer.	2x1 = low

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		<ul style="list-style-type: none"> Staff deployment including support workers, trainees and volunteers. Setting up arrangements with local schools or schools within MAT. Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 	Y Y Y		
Identify staff unable to return to school	2 x 1 = low	<ul style="list-style-type: none"> 0 staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained schools. 	Y Y	From March 8 th it is expected that all staff will return to school.	2 x 1 = low
Staff are insufficiently briefed on expectations	1 x 2 = low	<ul style="list-style-type: none"> Staff receive weekly briefings on day to day school matters. Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. Flexible working patterns and arrangements if appropriate Staff workload expectations are clearly communicated. Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. Staff have been fully briefed on the action planning for local/bubble lockdown. 	Y Y Y Y Y	Weekly briefings to be held via Office 365 to maintain social distancing. Staff meeting rota is established.	1 x 1 = low
10. Protective measures and hygiene					
Measures are not in place to limit risks and limit movement around the building(s). Social	2 x 2 = low	<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. 	Y Y Y	Movement around the school has been analysed and changed to provide less chances of breaching social distancing.	1 x 2 = low

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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>Individuals (staff, visitors, secondary school pupils) are</p>		<ul style="list-style-type: none"> • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Lesson change overs are staggered to avoid overcrowding. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school. • Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. • Ensure face coverings are used by staff/pupils/visitors in those circumstances recommended in DfE /Govt guidance. • some people are less able to wear face coverings and the reasons for this may not be visible to others. • Ensure that other measures to limit risk are in place e.g. social distancing, cleaning, handwashing. • Consider will an individual exempt from wearing a face covering be required to undertake activities with a 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>N/A</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>However, younger children are likely to forget and older children will want to see their friends who they have not seen for 6 months.</p> <p>For protective measures put in place, see above.</p>	

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exempt from wearing face coverings. <i>(Note: Face coverings are largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection (COVID-19).</i>		person(s) who has identified as being clinically vulnerable or feel they may be at increased risk. <ul style="list-style-type: none"> Consider the activities undertaken by individuals exempt from wearing face coverings e.g. a member of staff who is also a first aider. Consider the use of transparent face coverings – these may assist communication with someone who relies on lip reading etc.	Y Y Y		
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	3 x 2 = medium	<ul style="list-style-type: none"> Classroom base arrangements in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed in EY environment Resources are arranged to be used within bubbles to limit the risk of cross contamination. Arrangements are reviewed regularly. Reducing clutter and removing difficult to clean items can make cleaning easier. 	Y Y Y Y Y Y Y	Each classroom to have 30 children in it. Difficulty maintaining social distancing mitigated by greater hygiene measures. During first half term measures to be reviewed weekly. Soft furnishings and unnecessary resources removed from the classroom.	2 x 2 = low
Staff rooms and offices do not allow for observation of social distancing guidelines	3 x 2 = 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. 	Y Y Y	Non – office staff not allowed access to the office. Staff briefed about use of the staff room and the	2 x 1 = low

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		<ul style="list-style-type: none"> Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. 		importance of maintaining social distance. Staff have been allocated lavatories. Staff asked to wear face coverings in public and communal areas.	
Queues for toilets and handwashing risk non-compliance with social distancing measures	3 x 2 = medium	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Floor markings are in place to promote social distancing. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. Children are encouraged not to touch peers. Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 	Y N/A Y Y Y Y Y Y Y	Layout of toilets and sinks has been assessed and a system put in place to encourage social distancing and reduce crowding. Bins are emptied during the day – with lids and kept at edge of classroom to stop cross contamination. Toilets monitored regularly by site supervisor. Toilets cleaned during the day.	2 x 2 = low

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Impact of any new variants of the virus on the day to day running of the school		<ul style="list-style-type: none"> The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 	Y Y		
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	2 x 2 = 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 opening. Enhanced 'deep clean' prior to the wider opening of the school. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. More frequent cleaning of rooms / shared areas that are used by different groups. Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. 	Y Y Y Y Y N	School has been in contact with the cleaning company and agreed new protocols. School is currently being used and all rooms cleaned on a daily basis – even if no children in them. Cleaning company employed to clean throughout the day. All staff/rooms to have access to cleaning products and gloves to use during the day as necessary Cleaning company bought in to do a midday clean.	1 x 2 = low

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		<ul style="list-style-type: none"> Outdoor playground equipment should be more frequently cleaned. Seek LA support to manage insufficient cleaning capacity. 	Y Y		
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	3 x 2 = medium	<ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. Sufficient and suitable equipment is available for the required clean. Adequate waste disposal arrangements are in place to dispose of contaminated equipment Seek support from Public Health Birmingham. Use the <u>flowchart</u> if a staff member or pupil displays symptoms. Suitable PPE equipment is available if 2m from the child cannot be maintained. 	Y Y Y Y Y Y	School is familiar with the guidance surrounding a suspected outbreak. Cleaning company (KWB) sent guidance. Ongoing audit. Staff to report when supplies running low. Yellow bags in office can be disposed of in nappy bins. Trust to support key worker and vulnerable children if school has to close. Public Health Birmingham flow chart on display in the staffroom.	2 x 2 = low
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2 x 2 = 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 	Y Y Y	Meeting with site manager and infrastructure manager held to establish school has adequate supply. More supply where needed.	1 x 2 = low

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		throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. <ul style="list-style-type: none"> • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. • Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	Y Y Y Y	Teachers briefed to educate and reinforce message about hygiene. Posters in and around the building. Each class provided with a small, lidded bin to ensure children follow catch it, bin it then kill it. Posters checked to reinforce expectations.	
Inadequate supplies and resources mean that shared items are not cleaned after each use	2 x 2 = low	<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts. 	Y Y Y Y Y Y	Each child in KS1 provided with an individual pack of resources to use. KS2 children to bring own pencil case and resources. Only lunch boxes, phones and a small bag to be brought into school. Computer equipment only used and wipes provided to clean. Shared resources to be cleaned. PE equipment to be cleaned after use. Risk assessment to be shared with the governing body.	1 x 2 =low

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		<ul style="list-style-type: none"> 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. 	Y	Children in KS2 asked to be in their own resources.	
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	2 x 2 = low	<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. Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. Staff are aware of the location of the emergency PPE pack. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. 	Y Y Y Y Y Y Y Y	<p>Staff have been briefed about the symptoms of Corona Virus. Guidance explained to the parents via the newsletter and website. Information on each newsletter with symptoms and what to do if anyone displays symptoms.</p> <p>LTD made available to staff and visitors to school. More packs ordered to ensure sufficient quantity for when staff in all the time.</p> <p>Government guidance to be followed. Designated space for children who fall ill. If a child shows symptoms then office is contacted and asked to call parent in to collect.</p>	

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		<ul style="list-style-type: none"> • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per guidance. • Further information on Government’s vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. <ul style="list-style-type: none"> · <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council’s safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> · <i>For schools who do not subscribe to the service from the council’s safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria)</i> 	Y Y Y Y	Office informs SLT and they will put on PPE and then collect child from classroom and wait in designated space until office calls them to say parent has arrived. System described above has been used when a child developed symptoms. Testing kits have been delivered to school.	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	1 x 1 = 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 	Y Y	A room has been allocated to isolate children who are showing symptoms of COVID-19 PPE will be available in there to protect staff	1 x 1 = low

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		child away from the rest of the group until collection by parent/carer. <ul style="list-style-type: none"> Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. 	Y Y Y Y N/A	member looking after child. Cleaners to be informed in this situation to deep-clean the area. Procedure has already been tested.	
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	1 x 1 = low	<ul style="list-style-type: none"> Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on <u>safe working in education, childcare and children’s social care</u> for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>. Sufficient PPE has been procured through normal stockist. PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist. Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. 	Y Y Y Y	PPE has been procured where required. No staff have been identified as requiring PPE. Staff and children reminded regularly about the importance of hand washing. Staff who wish to wear PPE will be allowed to do so. Staff aware of requirement to wear face coverings in communal areas.	1 x 1 = low

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		<ul style="list-style-type: none"> Staff are reminded that wearing of gloves is not a substitute for good handwashing. Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. Seek LA support for emergency PPE stock. Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. 	Y Y Y Y		
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	1 x 1 = low	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios. Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained performing aerosol generating procedures (AGPs). 	Y Y Y Y	Requirements for PPE have been assessed in line with DfE guidelines. Stock is in school in the isolation room. Normal intimate care policy applies for non-coronavirus situations.	1 x 1 = low
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social	1 x 1 = 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 symptoms associated with 	Y Y Y	Any contractors coming into school are briefed by IB about the importance of social distancing. Contractors do not use areas where children are. Contractors to use the main entrance which is not used by children.	1 x 1 = low

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distancing and infection control		<p><u>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.</p> <ul style="list-style-type: none"> 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 process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building. 	 Y Y Y Y Y N/A	<p>Only emergency work to be undertaken. Visitors with symptoms will not be given access to the site.</p>	
Fire procedures are not appropriate to cover new arrangements	1 x 3 = low	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Changes to numbers of pupils/staff Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. 	 Y Y Y	<p>Evacuation arrangements have been discussed and will remain the same. When exiting the building children will, as far as safely possible stay in their year group “bubbles”. Getting children out of a burning building will take priority over social distancing.</p>	1 x 3 = low

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		<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 	Y	Children will stand socially distanced on the meeting point. Fire drill to be held once the children have returned.	
Fire evacuation drills - unable to apply social distancing effectively	3 x 2 = medium	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required. 	Y	See above	2 x 1 = low
Fire marshals absent due to self-isolation	2 x 2 = 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. 	Y	All fire marshals currently in school. Staff to be briefed in their absence. All staff not allocated to classes ensure evacuation procedures are adhered to.	2 x 1 = low
Statutory compliance has not been completed due to the availability of contractors during lockdown	2 x 1 = 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. Legionella Risk Assessment up to date. Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away LA support is in place. 	Y N/A N/A Y Y Y	All statutory compliance is in place. Building has been in continual use since the start of lock-down,	1 x 1 = low

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The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3 x 1 = 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 	Y Y Y Y Y Y	The school has had to purchase additional PPE for re-opening and other resources. Governors aware of financial situation of the school. Separate budget heading set up to ensure that full costs are being tracked.	3 x 1 = low
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
Considerations <ul style="list-style-type: none"> • Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease. • There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. • 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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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
<ul style="list-style-type: none"> It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. <p>Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/</p>					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	1 x 2 = low	<ul style="list-style-type: none"> An equality impact assessment is undertaken for the school's staff and pupils. All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. Seek advice from Occupational Health Service if required. 	Y Y Y Y Y Y Y Y Y	BAME staff have their own risk assessment. Some were shielding due to health conditions but are no longer being advised to. Staff and parents asked to seek advice from the GP for any existing health conditions. Parents who are shielding children are asked to let school know.	1 x 2 = low

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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
			Y		
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	1 x 1 = low	<ul style="list-style-type: none"> • 5. of BAME staff • 0 of BAME staff assessed as clinically extremely vulnerable and required to remain at home • 0 of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. • Staff have been signposted to useful websites and resources. • Discuss published risk assessments with staff. 	Y Y Y Y Y Y Y	<p>Discussions held with staff from BAME background and their well – being discussed.</p> <p>Regular offer to contact HT with concerns.</p> <p>Staff given bereavement resources to support as necessary.</p> <p>Regular staff meetings held via Microsoft teams.</p>	1 x 1 = low
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	1 x 2 = low	<ul style="list-style-type: none"> • 0 of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home • No 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. Discuss any 	Y Y Y Y	<p>Phone logs and responses from parent questionnaires suggest parents from BAME heritage no more reluctant to send children back than others.</p> <p>Social distancing and safety measures put in place to support these</p>	1 x 1 = low

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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
		concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. <ul style="list-style-type: none"> • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils. • Resources/websites to support parent and pupil anxiety are provided. • Signpost parent/carers to published risk assessment. 	Y Y Y Y Y Y	anxieties. Safety measures communicated to parents on a regular basis. Support signposted where necessary and through the newsletter. Mental health first aiders used to support children. SLT accessible and available to discuss concerns with parents. No BAME children identified as shielding. Numbers of BAME children available through Progresso.	
Parents do not follow advice on social distancing when visiting the school	2 x 1 = low	<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. • Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings. • Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>. 	Y Y Y	Spots on the floor have been put outside and lines painted on pathways to encourage parents to socially distance. SMT have monitored current situation and parents are socially distancing. Parents discouraged from visiting the site whilst social distancing measures are in place.	2 x 1 = low
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					

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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
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	2 x 1 = 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 Early Years, SEN resource base, post 16 etc. Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. 	Y Y Y Y	Relevant policies have been assessed and adaptations identified. These have been communicated with staff as part of the risk assessment process.	2 x 1 = low
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	1 x 1 = 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 including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Y	<p>All school staff are involved in the process of dynamic risk assessments and will be updated as needs/ situations arise.</p> <p>Weekly briefings to discuss risks of COVID</p> <p>School has no resource base.</p> <p>Little Rainbows Nursery to complete own risk assessment</p>	1 x 1 = low
18. Home to School Transport					
<p>Urban Transport Group released a <u>briefing in May 2020</u> 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.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> 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. 					

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<ul style="list-style-type: none"> 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. <p>For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.</p>					
Pick up and drop off times	3 x 2 = medium	<ul style="list-style-type: none"> Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours. Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. 	Y Y Y Y Y Y	Dropping off time has been extended to reduce number of people in attendance. Parents and children are encouraged to walk, cycle or scoot to school. Bike sheds provided. There is a one-way system in operation around the school grounds. It is set up and established.	2 x 1 = low

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		at home due to being diagnosed clinically extremely vulnerable- <ul style="list-style-type: none"> ○ Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND.</u> ● Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home ● Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. ● Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate... 	Y Y	website and parent's attention drawn to it.	
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20. Coronavirus (COVID-19) asymptomatic testing in schools					
No plans for rapid testing using Lateral Flow Devices (LFD)s in place thus hindering the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.		<ul style="list-style-type: none"> ● Plans are in place for staff in primary schools to continue to test with LFDs twice a week at home, as per DfE guidance ● Plans are in place for secondary schools to offer pupils testing at an on-site ATS from 8 March ● Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. ● Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. ● Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. ● Testing is voluntary and requires consent. ● Sufficient access/supply is available to carry out the 3 tests at school for each pupil. ● Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). 	Y N/A N/A N/A N/A N/A	Staff who wish to have access to LFD at home and know the reporting arrangements.	1 x 1

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		<ul style="list-style-type: none"> Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. 	N/A		
20.1 Rapid asymptomatic testing in specialist settings including special academies, maintained special schools, alternative provision (AP), hospital schools, registered independent AP, pupil referral units (PRUs), special post-16 institutions, non-maintained special schools, independent special schools					
There is a wide range of challenges in delivering effective testing in special schools and other specialist settings		<ul style="list-style-type: none"> Where it is appropriate to do so, plans are in place for to offer pupils and students aged 11 and above (including those who have been attending during the lockdown period, including vulnerable children and the children of critical workers) 3 supervised tests 3 to 5 days apart on-site before moving to home testing 	N/A		1x1

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		<ul style="list-style-type: none"> • For pupils and students of secondary school age who are in attendance, the most appropriate way for them to access twice weekly testing from 8 March 2021 has been agreed with them and their families • Arrangements are in place for pupils to have their first 3 tests on-site via the setting's Asymptomatic Testing Site (ATS) before they begin doing them at home. • In circumstances where a pupil or student would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS first), where this is appropriate for the pupil or student. • If the pupil or student feels confident enough in doing so and can do it effectively, they can self-swab from the fourth test onwards as long as they are supervised by an adult. • Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. • There is informed consent to testing in place. Testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within education settings. • The person giving the consent (parent or legal guardian or the young person) needs to have a sound understanding of the risks and benefits of testing. • Even if the child or young person or the parent or legal guardian has given consent, if the individual at any point is not willing to participate in testing then that choice should be respected. 			
<p>a. Rapid asymptomatic testing for visiting/peripatetic staff working with pupils</p>					

