Birmingham City Council's Risk Assessment Template

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Introduction

The government plan is to lift all measures from 19 July 2021 for the full return of all pupils <mark>(updated in line with government guidance regarding the opening of Step 4 from July 2021):</mark> <mark>Schools COVID-19 operational guidance (publishing.service.gov.uk)</mark>

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

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 <mark>p?</mark> onwards.

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

Risk assessment is about identifying reasonably practicable measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.
Likelihood - For each issue/situation, determine the likelihood it will occur.
Severity (outcome) - determine the potential injury/health.

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

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

RISK LEVEL MATRIX

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

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.*	**Y**	Review arrangements for	3x1=3 Low

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
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.	• *Signage available.* • *Cleaners have received training.* • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* • *Undertake specific risk assessment on snow and ice.* • *Remove all trailing cables in admin office.*		new staff i.e. ensure the H&S policy to shared /communicated	

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	**Full opening (updated 6 July 2021 and applies to Step 4 opening):** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools **Step 4 Opening:** Schools COVID-19 operational guidance (publishing.service.gov.uk) **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 **Special Schools:** https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings **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 **Safe working in education and childcare:** https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care **Compilation of all guidance notes for schools:** https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings **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 **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 **Ofsted guidance and update:** https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update **Providing meals to pupils:** https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools

	School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers **Safeguarding and remote learning:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 **EYFS disapplication:** https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications **Keeping children safe in education for schools and staff:** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 **Shielding and guidance for CEV**: <mark>19 July guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</mark> **Curriculum and teaching guidance:** https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 **Remote learning support for schools and staff:** https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 **Remote learning support for parents:** https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 **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 **General travel guidance:** https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers **Recording attendance:** <mark>https://www.gov.uk/government/publications/school-attendance</mark> https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year **Enhanced area of response:** https://www.gov.uk/government/news/further-support-for-birmingham-blackpool-cheshire-east-cheshire-west-and-chester-liverpool-city-region-and-warrington-to-tackle-delta-b16172-v **BCC:** https://www.birmingham.gov.uk/news/article/890/covid-19_birmingham_listed_as_enhanced_response_area

Governance and other resources	Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum **Useful contact details in BCC:** • 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 **Other resources:** ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/ RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield

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1	Original	14/07/21

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 numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers	2x3= 6 Medium	• Planning for full attendance of all year groups and complete the daily DfE attendance return. Attendance is mandatory for statutory school age pupils. • Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. Continue to engage with families and LA to accurately report situations where pupil is recorded as abroad and plan for their return (including any quarantine restrictions). • Preparedness to reinstate bubbles if needed as a mitigation for local outbreak measures. • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. A dedicated staff member should initiate the contact tracing process. • From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • Children whose doctors have confirmed are clinically extremely vulnerable are advised to attend school unless their clinician has advised otherwise. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • 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. • Preparedness to implement Test and Trace as set out the latest guidance. Remote education should be provided where possible for pupils that are abroad.	Yes		2x2=4 Low

This is a model risk assessment based on initial Government guidelines on COVID-19 as at July 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). Schools should amend according to individual context. Please contact edsi.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

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Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	2x3=6	• 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. • Staff in schools who are CEV should currently attend their place of work if they cannot work from home. • Those living with someone who is CEV should attend work. • Full use is made of those staff who are isolating due to a positive test but who are well enough to teach lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with BDMAT 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. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance.	Yes		2x2=4 Low
Schools lose focus on continuing to	2x2=4 Low	• Review in-year school admissions expectation with key admission staff and in line with requirements in the new School Admissions Code.	Yes		1x1=1 Low

apply in-year admissions process including admitting 'new' pupils		• Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. • 2 pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.			
2. Plan how the whole school will be accommodated and encourage attendance					
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	3x3=9 High	• Good ventilation is maintained while spaces are occupied • 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. • From 19 July, in line with Step 4 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. • The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. In EYFS handwashing supervision is in place. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Participation in the Testing Programme for staff.	Yes		3x2=6 Medium
3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils					
Parents and carers are not fully informed of the health and safety requirements for	3x2=6 Medium	• 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.	Yes		3x1=3 Low

the wider opening of the school		• COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs • LA support for individual or complex cases			
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	4x4=16 Very high	• 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. • If a parent or carer insists on a pupil who has tested positive attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.	Yes		2x3=6 Medium
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	4x4=16 Very high	• If a parent or carer insists on a pupil who has tested positive attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. • 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 Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. • Family Connect support explored if required. •	Yes		1x3=3 Low

4. The School day					
Daily attendance registers for new cohorts are not in place	2x3=6 Medium	• Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners). • Designate staff responsibility for completion of DfE daily submission. • Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review separate guidance on recording attendance. • Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.	Yes		1x1=1 Low
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	3x4=12 Very high	• 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 flowchart from Public Health • Ensure contact details of families are up to date.	Yes		1x4=4 Low
Resumption of day visits	3x3=9 High	• You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely • The government has issued new advice on travel and socialising, including minimising travel into and out of the area (Birmingham) and not taking unnecessary journeys. Dr Varney says that due to Birmingham being an area of enhanced response travel should be minimised to **essential trips** only. • If you have trips arranged outside of the Birmingham boundary, we would suggest you rearrange these to locations within the city if possible. All trips will need a robust risk assessment and follow strict safety measures. • Trips should be cancelled if any COVID-19 outbreaks are recorded within the setting. See further guidance if planning for domestic residential educational visits (in accordance with roadmap: annex C – further guidance on domestic residential educational visits. 　• Trips taken outside of the setting; https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-coronavirus-covid-19-pandemic#considerations-for-operating-the-setting	Yes		2x3=6 Medium

Staff are not socially distancing	3x3=9 High	• Staff are to maintain 1 m distance from other staff members that they don't normally work with on a day to day basis. • The staffroom can be used, but it needs to be well ventilated and social distancing of 1m must in place when sitting and standing in the space.			3x2=6 Medium
5. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers	2x3=6 Medium	• Issues with food poverty to be addressed through application to Early Help Hubs. • A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. • FSM Voucher scheme is continued. Food parcels are given to families who are isolating	Yes		1x3=3 Low
Meals are not available for all children in school	2x3=6 Medium	• 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.. • Usual considerations in place for dietary requirements.	Yes		1x3=3 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	2x3=6 Medium	• 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 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 an addendum for the BCC Model Safeguarding Policy to be used.	Yes		1x3=3 Low

High risk of increased disclosures from returning pupils	3x3=9 High	• 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.	Yes		1x3=3 Low
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x3=9 High	• 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. • Provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. The DfE's 'every interaction matters' webinar can help with offering pastoral support for wellbeing. • Work with school nurses, where they are in place, to ensure delivery of the healthy child programme (which includes immunisation), identify health and wellbeing needs, provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues and support pupils with additional and complex health needs.	Not all in place due to new Pastoral Manager starting in September 2021	New Pastoral Manager will need to be brought up to speed as soon as possible at the start of the new academic year	3x2=6 Medium
7. Curriculum priorities including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and	3x3=9 High	• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on 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.	Yes		2x3=6 Medium

achievement gaps will have widened		• Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • 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. • 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. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school.			
School unable to meet full provision required in line with EHCP	2x3=6 Medium	• Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. • Access support through health and social care offer. • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service.	Yes		1x3=3 Low
Operational needs of school create insufficient resource to	2x3=6 Medium	• 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.	Yes		1x3=3 Low

support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school		• Differentiate offer for eligible children that can't attend school to support future transition. • Publish our remote learning offer.			
8. Content and timing of staff communications					
Staffing levels can't be maintained	4x3=12 Very high	• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff. • Advice sought fromBDMAT to support staffing levels or support eligible children to access provision through another school. • Chair of responsible body kept informed throughout. • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the extra mental health support for pupils and teachers from DfE is also accessed. • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos.	Yes		2x3=6 Medium
Identify staff unable to return to school	1x1=1 Low	• 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 wellbeing and mental health support for maintained schools	Yes		1x1=1 Low
Staff are insufficiently briefed on expectations	2x3=6 Medium	• Staff receive daily/weekly briefings on day to day school matters. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. • 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 lockdown.	Yes		1x3=3 Low
9. Control measures and hygiene					

Control measures are not in place to limit risks of transmission. distancing at break and lunch times	3x3=9 High	• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points. • Agree how control measures and messages will be implemented and displayed around school. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.	Yes		2x3=6 Medium
Impact of any new variants of the virus on the day to day running of the school	4x3=12 Very high	• 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	Yes		4x2=8 High
10. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that ongoing cleaning is not undertaken to the standards required	3x3=9 High	Regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. Spray and cloths are available in all classrooms. Teachers are to clean down regular touch points throughout the day. PHE has published guidance on the cleaning of non-healthcare settings.	Yes		2x3=6 Medium
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	3x3=9 High	• 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 flowchart if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if required	Yes		2x3=6 Medium
11. Enhanced hygiene practices and arrangements for 'Good Hygiene for Everyone'					
Inadequate supplies to ensure good hygiene for everyone	3x3=9 Medium	• A Ensure good hygiene for everyone **Hand hygiene** • Children to wash their hands when entering the classroom, in the morning and after break and lunch times.	Yes		2x3=6 Low

		• Hand sanitizer to be available in all classrooms and children encouraged to use it regularly **Respiratory hygiene** • The 'catch it, bin it, kill it' approach continues to be very important. Children to wash hands • The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene. **Use of personal protective equipment (PPE)** • Most staff in schools will not require PPE beyond what they would normally need for their work. • The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19..			
12. School level response for symptomatic or ill pupils or staff members					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	4x4=16 Very high	• 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. • Keep up to date with PH updates on responding to cases in schools. • 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.	Yes		2x3=6 Medium

		• 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.
		  o *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.
		  o *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).*			

Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	3x3=9 High	• Symptomatic children are isolated within the school, whilst they are waiting to be collected. • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Procedures are in place for 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 for pupils and staff in residential settings should be within the residential setting. • Appropriate PPE should be used if close contact is necessary (further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. • Any room/s they use should be cleaned after they have left. • The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus	Yes		2x3=6 Medium
13. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with	3x2=6 Medium	• Most staff in school will not require PPE beyond what they would normally need for their work. • The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.	Yes		2x2=4 Low

government guidelines		• If we have an outbreak in our school, a director of public health might advise that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility. • In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. • Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.			
14. 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 infection control	2x2=4 Low	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free). • 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. • 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.	Yes		1x2=2 Low
Statutory compliance has not been completed due to the availability of	3x2=6 Medium	• 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.	Yes		2x2=4 Low

contractors during lockdown		• 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 • MAT support is in place.			
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x3=9 High	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • 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 trust.	Yes		2x3=6 Medium
15. Home to School Transport					
Children arriving late as a result of journey to school	2x2=4 Low	• Encourage walking, cycling or scooting to school where possible. • Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.	Yes		1x2=2 Low
16. Contingency planning for local or national lockdown					
No plan in place if an outbreak or lockdown should occur	3x3=9 High	• School Business Continuity Plan has been updated. • Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on action planning for local lockdown or outbreak. • Parents are informed of the school's procedures for local lockdown. • Preparation for learning continuity in the event of local lockdown	Yes		2x3=6 Medium

		<mark>o Resumption of bubbles</mark> o Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home e.g. if clinically extremely vulnerable and advised by their clinician to remain at home. o 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>. • <mark>Use of face coverings if recommended by PH</mark> • 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. • BDMAT have developed a contingency plan for any outbreaks within school (see separate contingency plan)			
17. Visitors to school					
Visitors are not briefed when entering school	3x3=9 High	• Visitors to school are encouraged to wear a face covering. • Regular visitors should see a copy of this risk assessment. • There should be no more than 3 people in the main reception area, at any time, to maintain social distancing			2x3=6 Medium