

## Introduction

The government plan is for the [phased return of some children](#) to school from the week commencing 1 June. This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 14/05/2020 and 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).

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 all relevant stakeholders.

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.

<b>Likelihood</b>	<b>Severity</b>
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.

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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
<b>Example:</b> <b>Slips, trips and falls</b> <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"> <li><i>Cleaning regime in place.</i></li> <li><i>Correct safe substance used for surfaces.</i></li> <li><i>Signage available.</i></li> <li><i>Cleaners have received training.</i></li> <li><i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li><i>Undertake specific risk assessment on snow and ice.</i></li> <li><i>Remove all trailing cables in admin office.</i></li> </ul>	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	<b>3x1=3</b> <b>Low</b>

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <b><u>www.gov.uk</u></b> 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><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision</a></p> <p><a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p><a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p>
<p><b>Governance</b></p>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>There are also useful prompts and guidance in the following document:  <a href="https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx">https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx</a></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
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>Unable to assess likely numbers of pupils returning</b>	1	Identify maximum numbers of pupils likely to return: <ul style="list-style-type: none"> <li>• 2 requests from parents</li> <li>• 1 phone call made to parents/carers</li> <li>• 0 children in nursery class</li> <li>• 60 children in reception</li> <li>• 58 children in year 1</li> <li>• 58 children in year 6</li> <li>• 0 children in year 10</li> <li>• 2 vulnerable children</li> <li>• 108 critical worker children</li> </ul>	Yes	Guidance from DfE and advice from NAHT followed in terms of planning for the maximum number of pupils who may attend.  Contingency built into the plan should it be required and minimises risk in terms of having to relocate pupils and/or redeploy staff once fully operating.  Risk of losing VKW isolation space if all VKW pupils attend.	1
<b>Unable to assess required staffing resource</b> <i>(cross reference with risk assessment on staff health and wellbeing)</i>	2	Identify numbers and roles of staff required to support return: <ul style="list-style-type: none"> <li>• 0 children in nursery class (Teacher, TA, HLTA, SENCo)</li> <li>• 4 teachers/4 TAs in reception</li> <li>• 4 teachers/4 TAs in year 1</li> <li>• 0 children in year 6</li> <li>• 0 children in year 10</li> <li>• 5 teachers and 5 TAs looking after vulnerable children and critical worker children (VKWs)</li> </ul>	Yes	2 teachers unable to return to work due to being in a vulnerable category. 2 teachers unable to return to work for childcare reasons.  2 TAs unable to return due to shielding family members.  Additional teacher drafted in from outside the school to boost capacity.	6

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<b>Number of staff available is lower than that required to teach classes in school and operate effective home learning</b>	2	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>Contingency planning with LA is in place and additional resource identified</li> <li>Consideration of available testing for school staff is updated according to latest government advice</li> </ul>	Yes	<p>Absent members of staff referred to above are working remotely to support home learning provision for specific classes.</p> <p>Senior leaders deployed as contingency to cover absent colleagues if required.</p> <p>School will only utilise supply staff as a last resort to minimise risk of transmission.</p>	6
<b>For special schools, specialist post-16 and hospital schools; agree which additional pupils will return irrespective of year groups to achieve a phased return</b>		<ul style="list-style-type: none"> <li>XXX pupils risk assessed and discussed at panel</li> <li>Phased return arrangements in place for each pupil</li> <li>Home to school transport in place</li> <li>Specialist equipment returned to school/additional equipment made available to support return</li> <li>XXX number of children remain shielded at home</li> </ul>	n/a	Not applicable.	
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	1	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups.</li> </ul>	Yes	<p>Member of admin team responsible for admissions continuing to process in-year admissions for year groups due to return.</p> <p>Pupils in other year groups advised to remain on their</p>	1

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				school's current roll so they do not go missing.  Admission arrangements for 2020 Reception intake continuing and transition arrangements for current Year 6 continue.	
<b>2. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance</b>					
<b>Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group</b>	1	<ul style="list-style-type: none"> <li>• SLT and site management team meeting to review school site and assess which classrooms can accommodate entry/exit points</li> <li>• A maximum of 210 pupils and a full complement of staff (53) can be accommodated in school on any given day</li> <li>• 13 classrooms utilised for group upon opening.</li> <li>• 1 unused classroom which could be utilised.</li> </ul>	Yes	14 classrooms on site. 8 allocated for immediate occupancy by Reception and Year 1.  VKW numbers increasing (currently 30+ attending daily). 3 classrooms required, 1 classroom remains for contingency.  Year 6 unable to be accommodated at present (4 rooms required) to reduce risk factor.	1
<b>Classroom arrangements do not currently allow for adequate social distancing</b>	16	<ul style="list-style-type: none"> <li>• Agreed new timetable and confirmed arrangements for each year group.</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• Classroom size and numbers reviewed through daily planning</li> </ul>	Yes	For all groups – VKW, R and Y1 a maximum number of 15 pupils has been set.  Minimum distance between seats is 1.6m in classrooms with a distance	8

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		<ul style="list-style-type: none"> <li>• Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class)</li> <li>• Classrooms re-modelled, with chairs and desks in place to allow for social distancing.</li> <li>• Spare chairs removed from desks so they cannot be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• In primary schools, classes stay together with their teacher and do not mix with other pupils.</li> <li>• Consideration of staffing changes to cover absence.</li> <li>• The EYFS environment is re-organised to meet requirements of social distancing</li> <li>• To minimise risk of transmission, allow staff and pupil groups to social distance and positively promote strict hygiene standards?</li> <li>• Children in EYFS are organised into small groups with a key worker and do not mix with other children or other small groups</li> <li>• Adults advised to avoid direct face to face contact with children and adopt an 'alongside or behind' model.</li> </ul>		<p>between teacher children of 2.5m.</p> <p>Adults in each room advised to maintain as much SD as possible between themselves.</p> <p>School has been divided into 3 zones with physical barriers demarcating these.</p> <p>Each zone has handwashing, sanitising and toilet facilities.</p> <p>Children will eat lunch within their zone and not in communal areas. Hot meals not served, packed lunches provided and brought directly to each room or brought in from home.</p> <p>Child transit between the zones is not permitted, adult transit limited. Adults to assess their own lunch arrangements as per HSaW Act.</p>	

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				<p>The same adults will be with the same children in the same room throughout the week.</p> <p>Rooms organised in a way which enables and promotes social distancing. Children will not come into direct contact with other groups of pupils.</p> <p>School will be closed to R/Year 1 pupils on Fridays as PPA is still required for staff for these classes and to allow redeployed staff to plan home learning for their own class.</p> <p>This reduces the risk of teachers transmitting the virus between different zones and groups of pupils.</p> <p>Staff absence to be covered by PPA teacher who works within the zone to reduce risk of cross-transmission. If not possible, further options risk assessed before action is taken.</p>	

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Appropriate planning for the use of alternative spaces not currently in place to meet shortfall	2	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching.</li> <li>Identify reasons for large space use</li> <li>Large gatherings prohibited.</li> <li>Design layout and arrangements in place to enable social distancing.</li> <li>The EYFS environment is re-organised to meet requirements of social distancing</li> </ul>	Yes	<p>All corridors less than 2m in width so unsuitable for accommodating pupils.</p> <p>Small communal spaces allocated for isolating children or staff who demonstrate Covid-19 symptoms prior to collection.</p> <p>Hall used for storage of furniture removed from classrooms to aid social distancing and for VKW contingency should numbers continue to rise.</p> <p>Rooms organised in a way which enables and promotes social distancing. Children will not come into direct contact with other groups of pupils.</p>	2
<b>3. Prioritising provision</b>					
Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning	1	<ul style="list-style-type: none"> <li>Review numbers of children returning according to status and year group (as per 1.1)</li> <li>Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.</li> <li>Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</li> </ul>	Partial	<p>Booking system remains in place for VKW pupils.</p> <p>Families of children not attending but in eligible year groups to provide 3 working days' notice for</p>	1

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<b>year groups not in place</b>		<ul style="list-style-type: none"> <li>• Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>• A plan is in place for the phasing in of the other cohorts.</li> </ul>		<p>arrangements to be reviewed adapted.</p> <p>Existing plans to meet needs of specific pupils outside cohorts continue although parents will be informed of the impact on home learning due to staff redeployment.</p> <p>Plan to phase in remaining cohorts not in place until government social distancing requirements are changed (i.e. &gt; 15 per class). Y6 would be the next cohort to arrive.</p>	
<b>Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.</b>	9	<ul style="list-style-type: none"> <li>• Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion</li> <li>• Put in place provision for the return of pupils with SEND in conjunction with families</li> <li>• Bring any support requests to weekly LA SEND Panel</li> <li>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>• Requests for support for vulnerable families sent through Early Help Hubs</li> <li>• LA support for individual or complex cases</li> </ul>	Partial	<p>Staffing ratios for returning year groups increased through redeployment so each class has 1T and 1TA.</p> <p>Individual plans in place for children at risk of finding arrangements distressing or difficult.</p> <p>AHT/SENDco maintaining contact with families, external agencies and family support.</p>	6

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<b>4. 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</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>	16	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> <li>Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>Advice is made available to parents on testing for COVID-19</li> </ul>	Partial	Reopening guides for each returning year group and VKW pupils issued via email and video resources published on website.  Reintroduction of weekly bulletin once operating with new model. This will contain standing items including information about social distancing and testing.	6
<b>Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	16	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	Partial	See above re: weekly bulletin and reopening guides.  Procedures in place for child falling ill but discrete infectious diseases policy requires writing prior to operating.  Office to issue request to parents to advise of any changes to contact details (including staff)	9
<b>Communications with parents/carers about expectations that must be followed to support pupils and</b>	6	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection</li> <li>Refer to school's hygiene policies</li> </ul>	Partial	See above re: weekly bulletin and reopening guides for parents.  Educational psychologist	2

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keep the school community safe are not clear or in place		<ul style="list-style-type: none"> <li>Clarity around attendance expectations; in particular, when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>Consideration given to personal items of children – Soothers, comforters, nappies, personal toys.</li> </ul>		<p>and pupil mentor support in place for returning pupils.</p> <p>Personal items not permitted in school unless stated on an individual plan and then subject to stringent cleaning/hygiene measures.</p>	
<b>5. The school day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
The start and end of the school day create risks of breaching social distancing guidelines	16	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.</li> </ul>	Partial	<p>Staggered start and end to the day for each group on site. SLT members available to advise and support.</p> <p>Site divided in two with no movement allowed across it.</p> <p>Each group to have a designated entrance to access the site and their own access point into the building (each point for sole use by a group of 15).</p> <p>Parents segregated at collection points and asked to observe social</p>	6

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				<p>distancing guidelines including face to face contact with staff and not remaining on site for any longer than necessary.</p> <p>Only one parent permitted on site to drop-off/collect their child.</p> <p>Plan for individuals potentially vulnerable to distress is developed and shared with staff/families if attendance is confirmed.</p>	
<b>Daily attendance registers for new cohorts are not in place and DfE online educational setting status form to provide daily updates on how many children and staff are in school is not completed</b>	1	<ul style="list-style-type: none"> <li>HT or member of SLT deputising responsible for completion of daily attendance registers (school and DfE)</li> <li>AHT responsible for completion of BCC vulnerable/key worker children attendance weekly submission</li> <li>Report to responsible body</li> </ul>	Yes	<p>Attendance registers for returning classes restarted. VKW registers to be maintained.</p> <p>Admin team to collate data from attendance and VKW registers and supply to SLT for submission.</p>	1
<b>6. Provision for meals and FSM</b>					
<b>Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school</b>	1	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>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. Seek support from LA for clarification on circumstances where there is inevitable cross-over</li> </ul>	Yes	<p>School continues with its current arrangements in being able to provide a FSM to children who are entitled to this.</p>	1

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		<ul style="list-style-type: none"> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>			
<b>The school is unable to provide breakfast clubs, lunch clubs and after-school clubs</b>	1	<ul style="list-style-type: none"> <li><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></li> <li>Feasibility on continuation/implementation of wrap-around if the decision is to continue or reinstate provision</li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents</li> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA</li> <li>Seeking wraparound services from other providers such as PVIs and Childminders</li> </ul>	Yes	<p>School can continue providing limited before and after school VKW care on site for Y2 -6 but not R/Y1 as there is not staff capacity without compromising older pupils' bubbles.</p> <p>Viability of before and after school care to be reviewed on 15<sup>th</sup> June with option to reduce so it is line with normal operating hours.</p> <p>Parents of returning year groups signposted to find alternative arrangements for wraparound care.</p> <p>No external after-school providers admitted to school due to risk of increased transmission.</p>	1
<b>Meals are not available for all children in school</b>	1	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options based upon numbers of pupils in school</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> </ul>	Yes	<p>Discussions between catering provider and HT took place between 15<sup>th</sup> and 18<sup>th</sup> May with a plan agreed which addresses the control measures.</p>	1

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		<ul style="list-style-type: none"> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>			
<b>7. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	1	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school nursing and police (LA has provided contact details)</li> <li>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</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> </ul>	Yes	<p>Safeguarding policy updated in March 2020 at the point of closure.</p> <p>Usual systems of reporting and follow-up remain in place and are in use. Liaison with professionals supporting at risk pupils is ongoing with virtual meetings taking place. Vulnerable families contacted weekly by SLT.</p> <p>LA return for vulnerable pupils submitted every Monday.</p> <p>Changes to arrangements once pupil numbers expand to be explained to staff and pupils.</p>	1
<b>High risk of increased</b>	12	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> </ul>	Yes	DSL capacity remains unchanged (4 on site).	6

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disclosures from returning pupils		<ul style="list-style-type: none"> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>		<p>See above for contact with vulnerable families.</p> <p>See above for detail regarding liaison with other professionals.</p>	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	4	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Partial	<p>Resources on school website regarding well being are available. Staff to be reminded that these are available.</p> <p>The content of a 'return programme' is agreed with staff which can form part of the provision during the early phase of return.</p> <p>Parents reminded of the availability of support as a standing item on the weekly bulletin.</p> <p>Isolation rooms to be used to provide 1:1 support for anxious or upset pupils if required. Cleaning required immediately afterwards if adult supporting is from a different zone.</p>	1
<b>8. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					

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<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	16	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing is 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.</li> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> </ul>	Partial	<p>Briefing for staff re: modelling social distancing to take place w/b 1<sup>st</sup> June.</p> <p>Visual environment to promote social distancing.</p> <p>Educating pupils about SD will form part of reintegration provision w/b 8<sup>th</sup> June.</p> <p>Zoning of school designed to minimise movement.</p> <p>Events involving larger gatherings will not take place (e.g. assemblies).</p> <p>Appendix to Behaviour Policy written to focus on SD and associated behaviours.</p>	9
<b>9. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	12	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>• Exam syllabi are covered where appropriate</li> </ul>	Yes	<p>Organisation of classes into 15s will place the most vulnerable pupils with their regular teacher so academic and pastoral needs can be met more effectively, these include the development of</p>	6

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		<ul style="list-style-type: none"> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>Consider the response to young children who have fallen behind in their self-care skills</li> </ul>		<p>independence and self-care.</p> <p>Home learning for remaining pupils will focus on core skills in En/Ma and on transition (Y6). This reduced focus is necessary due to the redeployment of 4 teachers out of their usual year groups into R/Y1.</p>	
<b>School unable to meet full provision required in line with EHCP</b>	12	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan</li> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel</li> </ul>	Partial	<p>Review of provision for all EHCP pupils by AHT and PSS teacher to continue with adaptations made.</p> <p>Returning EHCP pupil(s) to have learning/social needs assessed upon return. Consideration given to further input.</p>	9
<b>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</b>	9	<ul style="list-style-type: none"> <li>Access BEP offer for online resources</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>	Yes	<p>Need to be assessed should staffing resources become depleted.</p> <p>Teachers who are working remotely from home tasked with providing planning support for home learning in year groups not yet readmitted.</p> <p>Home learning for</p>	6

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				remaining pupils will focus on core skills in En/Ma and on transition (Y6). This reduced focus is necessary due to the redeployment of 4 teachers out of their usual year groups into R/Y1.	
<b>No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups</b>	2	<ul style="list-style-type: none"> <li>Review numbers of children attending school who are not in the returning year groups</li> <li>Engagement of appropriate services for families not engaging</li> <li>Identify staff resource to manage curriculum offer</li> <li>Set out short/medium term offer for this group of children</li> <li>Planning scheduled for longer term offer</li> <li>Curriculum leads in school meet regularly to review impact of plan</li> </ul>	Partial	Care for VKW pupils continues to develop a more educational emphasis (e.g. a classroom base; same adults supervising; completion of home learning tasks).  DHT/AHT maintaining their overview of current provision.  SLT to begin planning a response if closed for the longer-term.	2
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	16	<ul style="list-style-type: none"> <li>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.</li> <li>There is regular and effective liaison with the destination institutions (e.g. secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> </ul>	Partial	Development of a plan for regular communication between Y6 pupils and teachers.  Liaison with destination school started in March to continue.	9

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		<ul style="list-style-type: none"> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>		Set up of an online area for parents of 2020 Reception intake to access in place of the usual June/July induction programme.  Follow likely local consortium model in carrying out face to face activities in September if circumstances allow.	
<b>10. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	2	<ul style="list-style-type: none"> <li>Only the staff required to be in school are in school, to maintain safeguarding and ratios</li> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of responsible body kept informed throughout</li> </ul>	Yes	All staff required to be on site from w/b 8 <sup>th</sup> June and following their usual working pattern to cover absent and redeployed members of staff.  Contingency built in with the use of a returning teacher and through contingency plans already in place pre-closure.	6
<b>Identify staff unable to return to school</b>	1	<ul style="list-style-type: none"> <li>5 staff clinically vulnerable or living with someone who is clinically vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> </ul>	Partial	Audit of staff availability carried out w/b 11 <sup>th</sup> May to establish likely staffing levels and inform deployment.	1

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				Duties to be allocated to those who are unable to return at this stage.	
<b>Staff are insufficiently briefed on expectations</b>	8	<ul style="list-style-type: none"> <li>Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school</li> <li>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</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> </ul>	Partial	<p>Weekly staff newsletter reintroduced w/b 1<sup>st</sup> June. Staff INSET on Thursday 4<sup>th</sup> June.</p> <p>Weekly staff briefings to be replaced by Wednesday email from HT. This removes the need for large gathering of staff.</p> <p>Staff WhatsApp group to be used for notices of immediate importance.</p> <p>Maintenance of resources and signposting staff to sources of support.</p> <p>Telephone check-ins to continue with those unable to attend work (SLT).</p>	2
<b>11. Protective measures and hygiene</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>Measures are not in place to limit risks and limit movement around the building(s). Social</b>	12	<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues, use of communal staff areas as detailed in 2 and 5</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> </ul>	Partial	Classroom layout supports classes of no more than 15.	6

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<b>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</b>		<ul style="list-style-type: none"> <li>• Corridors are divided where feasible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> <li>• The movement of pupils around school is minimised as much as possible.</li> <li>• Where possible, pupils stay in classrooms and staff move around.</li> <li>• Lesson change overs are staggered to avoid overcrowding.</li> <li>• Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Agree how safety measures and messages will be implemented and displayed around school</li> </ul>		<p>Zones only allow for pupil movement within a demarcated internal area, access points adjoin outdoor areas only.</p> <p>Pinch points identified and measures put in place:            -Frederick Rd path            -Lodge Hill gate            -Cube            Same adults with same groups throughout the week. Usual level of supervision in place.</p> <p>Display of safety information around school especially near boundaries of zones.</p>	
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	16	<ul style="list-style-type: none"> <li>• Home base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class or in accordance with EYFS guidelines).</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings/toys have been removed in EY environment</li> <li>• Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> </ul>	No	<p>Classrooms made compliant with SD measures w/b 1<sup>st</sup> June Following initial testing w/b 18<sup>th</sup> May.</p> <p>Surplus furniture and soft furnishings removed and stored safely in hall.</p> <p>Resources to be limited to small groups and remain within rooms.</p>	8

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				Ongoing review to take place with HT and site manager.	
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	16	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> </ul>	Yes	<p>Staff reminded to observe SD measures in shared spaces such as office areas and close to photocopiers.</p> <p>SLT have been meeting virtually since March 2020.</p> <p>Removal of some items of furniture from staffroom to encourage social distancing.</p>	9
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	16	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Floor markings are in place to promote social distancing.</li> <li>Pupils and staff know that they can only use the toilet one at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> </ul>	No	<p>Zones and markings for queues to be actioned w/b 1<sup>st</sup> June.</p> <p>Creation of hand sanitising points in both classrooms and at a central point in each zone as a temporary measure for use if a child is waiting for toilets to become available.</p> <p>Pupil and staff briefing so expectations and routines are understood with specific reference to hygiene and handwashing.</p>	8

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				Successful model in place for VKW pupils is extended. Monitoring of available supplies to take place as part of adapted cleaning regime.  Handwashing times are identified within each class. Staff and children aware that toilet breaks are not limited to break/lunchtimes.	
<b>12. 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</b>					
<b>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</b>	1	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are increased.</li> <li>• Seek LA support to manage insufficient capacity</li> </ul>	Yes	Cleaning capacity has been increased by 5 additional hours per day from w/b 1 <sup>st</sup> June 2020. This has been achieved through redeployment of kitchen staff.  Cleaning plan agreed with site manager and team.  Cleaning to take place throughout the day from 8.30 until 6.00.  School will close to R/Year 1 pupils on Friday to allow for a thorough clean of all	1

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				areas prior to the following week. Families of VKW pupils strongly encouraged to collect children on Friday lunchtime to allow for thorough cleaning of these areas.	
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	1	<ul style="list-style-type: none"> <li>• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>• Sufficient and suitable equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>• Seek LA support</li> </ul>	Partial	<p>School will seek LA support immediately.</p> <p>Cleaning and disposal work undertaken in line with local and DfE guidance.</p> <p>Arrangements for VKWs not in place in the event of an enforced closure. LA advice to be sought if this happens.</p>	1
<b>13. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	8	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>• Appropriate measures to supervise effective hand washing of young children are in place.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> </ul>	Partial	<p>Audit carried out w/b 4<sup>th</sup> May, supplies ordered and are now in school.</p> <p>Revised cleaning rotas enable levels of soap/sanitiser to be monitored throughout the day.</p> <p>Early warning system</p>	8

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				in place with reorders made when down to final 25% of stock.  Use of DfE approved posters to promote handwashing. Staff deployed at handwashing times to support the safe and effective management of these periods.	
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	16	<ul style="list-style-type: none"> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>• Prevent the sharing of stationery and other equipment where possible.</li> <li>• Shared materials and surfaces cleaned and disinfected more frequently</li> <li>• 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</li> <li>• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>• The governing board finance committee is aware of any additional financial commitments</li> </ul>	Partial	Resources not to be taken home.  Classroom layout means that each child will have their own stationery to use.  Containers filled with sterile solution stored in classrooms for ongoing cleaning of resources.  Revised cleaning regime will allow for cleaning immediately after lessons.  System set up so cleaners are told by teachers where to clean and what to clean if lessons are practical.  Cleaning products not to	6

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				be moved out of zones and some resources limited to the same rooms.	
<b>14. School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)</b>					
<b>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</b>	16	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	No	<p>Briefing for staff prior to reopening and written guidance issued to all.</p> <p>Reopening guides for parents include specific information about action should they see Covid-19 symptoms in the household.</p> <p>Web links provided so also accessing the most recent guidance is simple to do.</p> <p>School to communicate any changes using the systems described earlier.</p>	4
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	1	<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>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.</li> </ul>	Yes	<p>Each zone has been allocated a room to isolate those displaying Covid-19 symptoms and is capable of maintaining a 2m distance between individuals.</p> <p>Some rooms are larger and could accommodate more than one individual if</p>	1

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				required. (This was a key area of risk prior to closure, these measures reduce that considerably).	
<b>15. 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</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	16	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements have been risk assessed against scenarios produced by Public Health Birmingham</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	No	<p>Guidance on PPE issued to staff w/b 1<sup>st</sup> June.</p> <p>PPE in process of being purchased so it is in school before w/b 8<sup>th</sup> June.</p> <p>Briefing for admin and site staff regarding use and disposal of PPE. Kitchen already has PPE and trained in use by CMC (catering consultants).</p> <p>Reusable PPE not purchased. All single use.</p>	4
<b>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</b>	16	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	No	<p>See above for details re: procurement.</p> <p>Governing body meeting w/b 1<sup>st</sup> June used to check arrangements are in line with DfE guidelines.</p>	4

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<b>16. Managing premises related issues</b>					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	1	<ul style="list-style-type: none"> <li>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.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that 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.</li> <li>Where possible, temperature checks are carried out on arrival and before entering the school building.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>	Yes	<p>Work may need to be scheduled from the middle of June.</p> <p>Project managers are aware of potential restrictions on this and these will be discussed in the first project planning meeting. All of their Covid-19 guidelines will be if work is able to commence.</p>	1

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<b>Fire procedures are not appropriate to cover new arrangements</b>	16	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>	Partial	<p>Current exit points will continue to be used. Each room in use will have its own exit point.</p> <p>Fire Policy requires temporary revision to include these revised arrangements.</p> <p>Each zone will practice evacuation arrangements on their first morning of readmission (separate to other groups).</p>	1
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	16	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures.</li> </ul>	No	Full fire drill practice once all eligible pupils have returned with SD measures applying.	4
<b>Fire marshals absent due to self-isolation</b>	16	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> </ul>	Yes	Site manager/SLT members to act as marshals in the absence of the HT and site manager.	4
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	1	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>LA support is in place</li> </ul>	Yes	Statutory compliance up to date and returned to both BCC and Diocese during April/May 2020.	1
<b>The costs of additional measures and enhanced services to address</b>	9	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> </ul>	Yes	School's current financial position established weekly by HT and SFC (school financial	4

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<b>COVID-19 when reopening puts the school in financial difficulty</b>		<ul style="list-style-type: none"> <li>LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and LA or trust.</li> </ul>		consultant).  Income and costs forecasted along with potential costs specific to Covid-19 (e.g. refunds for visits, meals, additional teacher etc). Initial conclusion is that the financial impact likely to be approximately -£6000 (additional teacher).  Initial figures shared with co-chairs of governors April 2020.	
<b>17. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach</b>					
<b>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</b>	4	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and pupils</li> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>Records are kept of this and regularly updated.</li> <li>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.</li> <li>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.</li> </ul>	Partial	Equality impact statement carried out 4 <sup>th</sup> June 2020.  Audit of current staff status carried out w/b 4 <sup>th</sup> May and advice issued or return to work confirmed following receipt of medical advice.  Links to different sources of information regarding different categories of vulnerability issued to parents as part of the reopening guide.	4

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		<ul style="list-style-type: none"> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>Current government guidance is being applied.</li> <li>Additional guidance is sought from Public Health England regarding BAME staff</li> </ul>		Government guidance continues to be followed as it evolves. School to monitor current advice from PHE regarding BAME staff and circulate to all.	
<b>Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	1	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>	Partial	Focus on wellbeing throughout the closure period will continue including the direction of staff to resources.  Arrangements for managing workload put in place with PPA continuing for all staff (Friday pm) to support SD principles.	1
<b>Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	12	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>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</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	Partial	Pupil mentor, Educational Psychologist services are in place to support parents and pupils along with online resources accessed via the school website.  Parents and pupils will have information about named staff as part of their reopening guides which will also include information on social distancing.	12

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<b>Parents do not follow advice on social distancing when visiting the school</b>	16	<ul style="list-style-type: none"> <li>• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>• Arrangements for visiting the school are communicated to parents/carers</li> <li>• Expectations around hygiene and social distancing are communicated with parents/carers</li> </ul>	Partial	<p>Staggered start and end to the day for each group on site.</p> <p>Site divided in two with no movement allowed across it.</p> <p>Each group to have a designated entrance to access the site and their own access point into the building (each point for sole use by a group of 15).</p> <p>Parents segregated at collection points and asked to observe social distancing guidelines including face to face contact with staff and not remaining on site for any longer than necessary.</p> <p>Only one parent permitted on site to drop-off/collect their child.</p> <p>Number of parents in school signing-in area limited to 1. SD markings made outside.</p>	6

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				Plan for individuals potentially vulnerable to distress is developed and shared with staff/families if attendance is confirmed.	
<b>18. Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>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</b>		<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> </ul>	n/a	Not applicable.	
<b>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,</b>		<ul style="list-style-type: none"> <li>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"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	n/a	Not applicable.	

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