Introduction

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

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

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

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).

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

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

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

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk - death, loss of limbs, etc
3 = Probable = likely to occur sometime	3 = High risk - broken bones, burns, etc

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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

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Example: **Slips, trips and falls** *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.*	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.* • *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.*	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	**3x1=3 Low**

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

Links to DfE Guidance	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
As new guidance is produced weekly, please refer to **www.gov.uk** for updates	https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures
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	https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments
	https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak
	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care
	https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings
	https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term
	https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update
	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/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
	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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings
	https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

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	https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
Governance and other resources	As ever, if subscribing schools have questions / queries about governance, they can 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 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/news/working-safely-during-coronavirus-outbreak.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/

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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

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1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	low	• Planning for full attendance of all year groups • Phased return arrangements in place for year groups / pupils • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • No known of children remain shielded at home • Requests for support for vulnerable families sent through Early Help Hubs • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace	yes	Do not need phased return apart from Reception starting Monday 7th September part time am or pm until full day on Wed 16th September. Year 1-6 full time from Wednesday 2nd September	low
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	medium	• 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 • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-	yes	n/a	low

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		guidance			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	low	• Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups. • 1 pupil risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	yes	Continue to update risk assessments – SENCo liaises with PSS weekly	low
**2. Plan how the whole school will be accommodated and encourage attendance**				
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	medium	• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 30 maximum number of children and 1 staff that can be accommodated in school on any given day with a teacher per 'bubble' as a minimum • 14 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • No of unused classrooms that could be utilised • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan	low	1 TA with teacher in Rec, Year 1. TA shared across Y2, Y3, Y4, Y5 & Y6. Additional staff available to provide 'support' where needed. PPA teacher is present when class teacher leaves room for PPA 2 Reception classrooms organised for Early Years pupils without forward facing desks classrooms SLT regularly discuss and review impact of plan	low

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Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	medium	• Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, year group bubbles/classes stay together with their teacher and do not mix with other year group pupils. • Consideration of staffing changes to cover absence. • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups if needed.	In place	SLT to review if any more furniture can be removed from classrooms. Each class has handwashing facilities in room and sanitising gel. Arrangements in place to support pupils when not at school with remote learning at home. Break and lunch times will be in year group bubbles to facilitate provision being possible. Lunchtimes and start/finish/break times staggered as much as practically possible. Limited hot choices for meals. Additional servery in KS2 hall to reduce waiting times and to help facilitate staggered timings.	low
There is a need for additional space to allow for curriculum to be fully delivered	low	• Identify available large spaces and appropriate timetabling e,g, dining areas, halls, sanctuary etc. particularly outdoor areas. • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing.	yes	Assemblies will be in classrooms EYFS re-organised but social distancing is not practically possible (see government guidance July 2nd)	low

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	**3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils**
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	medium	• 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. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils • Advice is made available to parents on arrangements testing for COVID-19 • Clarify arrangements for pick-up/drop-off, break times, lunchtimes etc.	yes	Letter sent on 10th July. Letter detailing this on website. Information on letter to parents – regular updates need to be provided. Advice is all on the letter sent out.	low
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	high	• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date.	yes	Parents have been reminded of this in letters. Parents have been reminded of providing correct contact details. Clear procedures are in place	low
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place	high	• Refer to school's hygiene policies • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents • https://www.forwardthinkingbirmingham.org.uk	yes	July 2nd DFE guidance says daily changing of clothes is not necessary Attendance expectations in letter for parents and all guidance provided on 10/7/20.	low

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4. The school day **This section should be considered in conjunction with** https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	high	• Start and departure times are staggered. • The number of entrances and exits to be used is maximised where possible and also where possible, each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • 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.	yes	Continue to monitor to ensure systems are effective. Remind parents via text on 1st September of their responsibilities. • Governors agreed and staff informed. Ensure all staff are reminded and supported throughout ongoing implementation. • Parents need to adhere to school rules on drop off/pick up and social distancing. • SLT will monitor, review and provide reminders/guidance as appropriate. • SLT and other staff available to help on first few days	low

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Daily attendance registers for new cohorts are not in place	medium	• Class teachers are responsible for completion of school daily attendance registers and overseen by attendance officer • HT/DHT responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body	yes	Ensure that in case of staff absence this is carried out by HT/DHT.	low
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	low	• FSM Voucher scheme is continued through the summer holiday • Issues with food poverty to be addressed through application to Early Help Hubs	low	FSM scheme continues throughout summer holiday and vouchers have been ordered Office staff have contacted parents of pupils who have not accessed the online vouchers as yet to offer support	low
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	low	• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders. • Offer services on rotational basis if needed/possible. • Communicate decisions to parents • Collaborate with other schools where there are arrangements in place if needed • Seek support from LA and other voluntary agencies if needed	yes	Consider after school clubs (e.g. dance/karate) beginning after Oct half term if guidance changes to allow this. Hollyfield Pre School Nursery and Kids Club provide wrap around care in small, consistent groups. (Registered separately	low

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				from school).	
Meals are not available for all children in school	medium	• Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups if needed. • Alternative arrangements in place for provision of school meals if kitchen has to close • Usual considerations in place for dietary requirements	yes	Cityserve have provided the school with menus. These are being agreed. Staggered lunchtimes. School has provided Cityserve staff with clear, plastic visors)	low
		**6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer** Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19			
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	Very high	• Safeguarding remains highest priority and policy is updated to reflect changes and agreed with Chair of Governors/Safeguarding Governor • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown	yes	Staff informed and shown fire routes. Reminded of safeguarding procedures/use of CPOMS. All year group bubbles have their own allocated exit in the event of a fire. Reception practise week beginning 14th September and then whole school fire drill to be practised by the end of September. on first week one class at a time so	low

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		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.		they know the routes/expectations and where to meet on the field apart from others Lockdown procedures same Expectations shared with children for lockdown and reminders provided Teachers explain and share exit routes and expectations/ procedures for new & existing class rooms	
High risk of increased disclosures from returning pupils	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 parent/carer decision • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team	yes	All in place Staff to receive extra training in handling disclosures September	low
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to	medium	• 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	yes	Sign-post staff to different groups Remind them of MHWB area on staff shared and support of MHWB first aiders and Our Place etc.	low

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school		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.		Staff trained in new mental health initiative and well-being boxes in classrooms	
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance	high	• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing.	yes	• All parents are informed/reminded 10/7/20 of new policy /guidance and expectations and to speak to their children about these prior to coming to school. • Inform children of rules and expectations on first day back and regular reminders going forward • Staff reminders about social distancing • One way systems around outside of Reception, KS1 and KS2 buildings. • Corridors have been divided for passing and all tables removed from corridors. • Staggered lunchtimes	low

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				outside and break times where possible Verbal and written reminders from SLT for parents.	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	medium	• Gaps in learning are assessed and addressed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered where appropriate • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school	yes	Initial assessment on return to school through assessment for learning and curriculum planned accordingly to meet needs of individuals. Use the 'catch up grids' from 2/9/20 School will continue to provide a broad and balanced curriculum where possible	low
School unable to meet full provision required in line with EHCP	medium	• Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan • Access support through health and social care offer • Support offered through LA SEND Panel/ Early Years Inclusion Support Service	yes	Only 1 EHCP – this will be constantly reviewed according to individual pupil's need SENDCO to oversee this and other pupils who are in process of EHCP status	low

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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	low	• Access BEP offer for online resources • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition	yes	Advise staff to continue to use Power Maths/White Rose/BBC Bitesize/Oak Academy resources as well as RWI for phonics. Continue to use other homework methods that have impacted positively thus far.	low
Pupils moving on to the next phase in their education are ill-prepared for transition	Medium/low	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education where needed and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online information. • Virtual tours of the school are available for parents and pupils are planned. • Online induction days for pupils and parents are planned.	yes	Regular communication. Transition information will provided on website for parents or via school office.	low
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	high	• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout	yes	Following government guidance with regards to shielding 1/8/20, risk assessment scores are now low and all may return to work	Low

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Identify staff unable to return to school	low	No staff who are clinically vulnerable/clinically extremely vulnerable or living with someone who is clinically extremely vulnerable are unable to attend school Identify specific activities for staff who are vulnerable/shielded if needed	yes	All staff who were clinically vulnerable are now able to attend school as risk is low. Continue to review in light of guidance.	low
Staff are insufficiently briefed on expectations	high	• Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school	yes	Regular emails/Teams meetings in place to update staff. Regular reminders about mental health support available Flexible Working available if requested and able to meet need is provided. Regular discussions with staff re workload via SLT	low
10.Protective measures and hygiene					
This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break	high	• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible.	yes	Plan in place and all stakeholders involved & advised. Children will not have room to keep their bags in classrooms so will need to access shared locker areas – on a rota basis. Teachers to allocate times for them to do so they minimise mixing with other classes and avoid mixing with other	low

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and lunch times		• Where possible, pupils stay in classrooms and staff move around. • Lesson change overs are staggered to avoid overcrowding where needed. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school		'bubbles'. Significant amount of signage around school and in classrooms	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	high	• Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly.	yes	Small bubbles in 1 classroom of no more than 30 DFE guidance recognises that social distancing does not apply in primary schools. Use of bubble is key. Many soft play/resources will be cleaned regularly or rotated.	low
Staff rooms and offices do not allow for observation of social distancing guidelines	high	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms.	yes	Owl room and Falcon room to be used as staff rooms as well as usual staff room for accessing kettles/fridge. Numbers limited to allow for social distancing. Staff encouraged to avoid sharing rooms at lunchtime and to ensure social distancing including eating lunch outside if weather is fine.	low

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				Office staff can socially distance in their offices with some use of other rooms as appropriate. Office manager/bursar to move into own office.	
Queues for toilets and handwashing risk non-compliance with social distancing measures	high	• Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one bubble at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.	yes	Reception to use Reception toilet facilities. Staff to monitor and supervise. Year 1 to use Y1 toilets and Year 2 & 3 to use toilets by Y2/3 classrooms. Staff to oversee use of toilets at all times. Staff to be updated on procedures and expectation for children and staff toilet usage. Year 4, 5 & 6 children to use designated boys and girls toilets and staff to monitor and allocate times for this so bubbles do not mix where practically possible. Toilets cleaned evening or morning and part way through the day. Double bagging soiled PPE until collection	low
11.Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					

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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	Very high	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours for cleaning staff are increased in agreement with staff. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity	yes	This is planned with cleaners (Ridge Crest) Site manager to liaise with cleaners and Bursar. Staff to spray tables/chairs /resources and touch points when needed and LTS to spray/clean dining tables throughout lunchtimes	low
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	Very high	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart	yes	Ridge Crest are aware of COVID-19 cleaning guidance Deep clean schedule in place & staff sign sheet on each room daily.	low
**12.Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment**				

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Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	Very high	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. • Reinforce 'catch it, kill it, bin it' message	yes	More sanitizers purchased for all buildings Extra sanitizers and soap purchased Posters in each class and around school. Children have these discussed with them.	low
Inadequate supplies and resources mean that shared items are not cleaned after each use	high	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments	yes	Only essential items as per guidance to be brought into school. Phones for yr 6 will be collected as per usual policy. Books can now be taken home. However, follow guidance as per quarantine of items on return. Children from Yr 1 to Yr 6 asked to bring in their own pencil case and contents if possible and for this to be kept in the child's own tray. Staff to risk assess any possible practical lesson and equipment needed and follow cleaning and quarantine guidance.	low
13. School level response should someone fall ill on site in line with govt guidance					

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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	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. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.	yes	Follow government guidance to the letter Designated space for children who fall ill in place in all 3 buildings Disabled toilet in KS2 Room outside DHT office in KS1 building Staffroom in Reception block (These rooms will be closed for other use if taken for this purpose until deep clean taken place) H & S governors informed and kept up to date. Governors to visit school to evaluate risk assessment.	low

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		• *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*.* • *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	Very high	• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.	yes	Designated space for children who fall ill Follow government guidance to the letter Designated space for children who fall ill in place in all 3 buildings Disabled toilet in KS2 building Room outside DHT office in KS1 building Staffroom in Reception block (These rooms will be	low

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				closed for other use if taken for this purpose until deep clean taken place) Cleaners advised to clean space HT/DHT to look after these children wherever possible.	
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	Very high	• Government guidance on wearing PPE is understood and communicated • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance	yes	PPE provided for all staff who wish to wear it	low

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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	Very high	• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines	yes	As above	low
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	medium	• 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) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	yes	• Only work to be carried out if an emergency otherwise before or after school • Will get assurances re health of visitors • Visitors signed in/out by office and contact details taken	low

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		• 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). • Premises governing board committee is aware of planned works and associated risk assessments • Were BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building			

Fire procedures are not appropriate to cover new arrangements	Very high	• Fire procedures have been reviewed and revised where required, due to:
		  o Reduced numbers of pupils/staff
		  o Possible absence of fire marshals
		  o Social distancing rules during evacuation and at muster points
		  o Possible need for additional muster point(s) to enable social distancing where possible
		• Staff, pupils and governors have been briefed on any new evacuation procedures.
		• Incident controller and fire marshals have been trained and briefed appropriately.
		• Fire drill arranged in line with Covid plan.
			yes	Same meeting point on field but each year group bubble socially distanced	low

Fire evacuation drills - unable to apply social distancing effectively	high	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	yes	Same meeting point on field but each year group bubble socially distanced Whole school fire drill practice by end of September	low

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Fire marshals absent due to self-isolation	high	• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	yes	All staff without bubble responsibility to help ensure evacuation procedure is adhered to	low
Statutory compliance has not been completed due to the availability of contractors during lockdown	Very high	• 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. • LA support is in place	yes	CO has overview of compliance	low
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	low	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust.	yes	MF has identified budget heading relating to COVID-19 expenditure Continue to monitor and report to finance committee	low
16.Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					

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Considerations - Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. - There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. - In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes - The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. - Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. - If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. - It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	Very high	- An equality impact assessment is undertaken for staff and pupils - All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. - Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. - Members of staff and parents of pupils with underlying health	yes	Risk assessment carried out for BAME staff. Staff who were clinically vulnerable are now able to attend school as risk is low. Continue to review in light of guidance. Parents of returning	low

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		conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • Current government guidance is being applied. • Consider advice from Public Health England regarding BAME staff in section above. • Seek advice from Occupational Health Service		pupils asked to inform school of vulnerable/shielding/ BAME concerns Staff and parents asked to seek GP advice on health conditions BAME risk assessment shared and carried out with BAME staff	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	medium	• No. of BAME staff – identified & risk assessed for additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources.	yes	Regular email support from HT with reminders about support available Regular offer to contact HT and MHWB first aiders if staff have concerns. Parents informed up support mechanisms in place and are signposted. Fortnightly phone calls support parental anxiety. Bereavement trained staff in school.	low

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Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	medium	• No of BAME pupils – school to have details and RA to be in place & support available • There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided.	yes	Regular offer to contact HT and MHWB first aider if families have concerns – staff available and make regular phone calls. Parents informed of support mechanisms in place and are signposted. Fortnightly phone calls support parental anxiety. Letters to parents/Notices on site for social distancing One way system in place - and clear expectations for this.	low
Parents do not follow advice on social distancing when visiting the school	Very high	• Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings	yes	Newsletter Letters to parents/Notices on site for social distancing One way system in place Communication with school through email and phone calls promoted at all times. SLT monitor and contact parents to promote support/address anyone not following guidance.	low
**17.Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be**
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other	high	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly.	yes	Discussions have taken place with Hollyfield Pre School Nursery and Kids Club regarding our RA and their duty to	low

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policies are no longer fit for purpose in the current circumstances		• Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to an addendum for the BCC Model Safeguarding Policy.		comply with guidance All in place	

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	Very high	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  o Different areas of the school including any Early Years and Resource Base provision
		  o When pupils enter and leave school
		  o During movement around school
		  o During break and lunch times
		  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			yes	Discussions have taken place with Hollyfield Pre School Nursery and Kids Club regarding our RA and their duty to comply with guidance	low

18.Home to School Transport	

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

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

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

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Pick up and drop off times	high	• As per Government guidance:
		   ➢ *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend*
		   ➢ *tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)*
		   ➢ *make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)*
		   ➢ *talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful*
		In addition:
		• Consider opening school gates earlier so parents can socially distance on the playground
		• Stagger start and finish times to ease pavement congestion
		• Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings
		• Consideration of emergency school streets measures as identified in the Emergency Birmingham Transport Plan including Car Free School Streets, parking restrictions and
			yes	Comprehensive plan in place which has been communicated to parents and is on website (including site plan)
				
				Signage in place across school grounds indicating one way system/social distancing/no loitering/exit points
				
				Parents advised of one adult per family rule
				
				Constant monitoring
					low

This is a model risk assessment based on Government guidelines on COVID-19 as at 02/07/2020 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.**

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
		reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.			

Children arriving late as a result of journey to school	low	• As per Government guidance:
		  ➢ ***Children, young people and parents are encouraged to walk or cycle 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*
		  ➢ *ensure that transport arrangements cater for any changes to start and finish times*
		In addition:
		• Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.
		• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.
		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.
		• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-
			yes	Parents arriving after doors close will enter via pedestrian entrance and be buzzed in by office staff.
				Families advised of parking availability on St Chads.
				School to purchase more cycle storage with grant
					low

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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		midlands/news/stay-safe-when-travelling-with-us • 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. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • **For further information and guidance regarding any of the above points see:** • **www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk**			

19. Contingency planning for local lockdown					

No plan in place if an outbreak or local lockdown should occur	high	• School Business Continuity Plan has been updated
		• Proposed resourcing model is in place should lockdown and partial or full closure be required
		• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.
		• Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.
		• Preparation for learning continuity in the event of local or bubble lockdown (added in v4)
		    o Blended learning offer to support continued delivery.
		    o Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND.
			yes	Email and text message system in place
				Website updated with guidance and current information from PHE
				
				Staff have been briefed on local lockdown situation and plans are in place for online learning/childcare for key workers and vulnerable pupils
				
				Information sent to parents regarding how	

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		https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 • Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 • Information and guidance have been shared to support parents and carers of children who are learning at home https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4) • Resumption of original Risk Assessment to consider phased opening as appropriate • Parents have been informed of the school's procedures for local/bubble lockdown • Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020 • In local lockdown areas children in Y7 and above should wear face coverings in communal spaces. Consider use of face coverings for pupils outside of local lockdown areas if appropriate.		home learning will continue in the event of a local or bubble lockdown	