



COVID 19 – Risk Assessment Reopening Sept 2020

JULY 2020

Date approved by SNOMAC Directors	13th July 2020
Next review date	September 2020
Body responsible for review	Directors Compliance Committee

Constituent academy to which this policy relates:

Hagley Catholic High School

Our Lady of Fatima Catholic Primary School

St Ambrose Catholic Primary School's

St Joseph's Catholic Primary School

St Mary's Catholic Primary School

St Wulstan's Catholic Primary School

MAC Central Office

Saint Nicholas Owen Catholic Multi Academy Company

COVID 10 –Risk Assessment Reopening Sept 2020

This COVID 19 Risk Assessment has been approved and adopted by Saint Nicholas Owen Catholic Multi Academy Company on 13th July 2020 and will be reviewed again in September 2020

Academy to which this policy relates:

Signed by the Chair – St Ambrose Catholic Primary School:

Signed by the Chair of – St Joseph’s Catholic Primary School:

Signed by the Chair of– St Mary’s Catholic Primary School:

Signed by the Chair of – St Wulstan’s Catholic Primary School:

Signed by the Chair of – Hagley Catholic High School:

Signed by the Chair of – Our Lady of Fatima Catholic Primary School:

Signed for the MAC Central Office

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1. Introduction

The updated Government Guidance 02.07.20 sets out that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term and has been prepared with input from school leaders, unions and sector bodies in consultation with Public Health England and the Health and Safety Executive.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.' (Gov.uk Guidance for full opening schools: 2 July 2020)

Schools must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. School leaders have worked with Health and Safety consultants, Local Authorities and Unions to draw up plans for the autumn term that address the risks identified using the system of controls set out by Public Health England. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The system of controls provides a set of principles that effectively minimise risks. All elements of the system of controls are essential.

We appreciate there cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. Local School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

We want all pupils and staff to be back in school. We are taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our setting by revisiting our risk assessments and building on the knowledge and practices we have developed during the last few months.

2. Legislative framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)

- The School Premises (England) Regulations 2012
- The Manual Handling Operation Regulations 1992 (as amended)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Provision and Use of Work Equipment Regulations 1998
- (DfE) 'Advice on standards for school premises' 2015
- Guidance for full opening: schools (GOV.UK 02.07.20)

This policy will be implemented in conjunction with the school's:

- Health and Safety Policy
- First Aid Policy
- First Aid Risk Assessment
- Cleaning Policy and Schedule

Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".

3. Employers' duties

The employer is responsible for making sure that their health and safety risk assessments are maintained and address the risks identified using a system of control measures. St Nicholas Owen Catholic Multi Academy Company take reasonable steps to protect staff, pupils and others from CORONAVIRUS (COVID 19) within our setting.

For St Nicholas Owen Catholic Academy Company, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team.

Reference: <https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

The employer has a duty to:

- Put in place sensible approaches to health and safety, with clear policies that focus on real risks, and do not encourage unnecessary paperwork.
- Provide appropriate training for staff.
- Implement arrangements that manage the risks to staff, pupils and visitors who may be affected by the school's activities.
- Provide personal protective equipment (PPE) in the required setting (first aid or 1-2-1 supervision).
- Check that the control measures have been implemented and remain appropriate and effective.

4. Employees' duties

All of the school workforce play an important part in sensible health and safety management in school. Staff involvement makes a vital contribution towards achieving safer and healthier workplaces, and helps develop sensible rather than over cautious approaches.

Employees have a duty to:

- Take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Cooperate with your employer, fellow members of staff, contractors and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements

5. COVID (19) The Risk

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At the time of issuing this guidance, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. St Nicholas Owen Catholic Multi Academy Company will continue to provide updated information as soon as clinical findings become available.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID 19) suggests that staff in educational settings tend not to at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults however the risk to children themselves of becoming severely ill from coronavirus (COVID19) is very low and there are negative health impacts of being out of school.

'given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school' (Gov.uk Guidance for full opening schools: 2 July 2020)

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 Local Authorities. [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.

The matrix (below) to determine the Likelihood and independently

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

provides a method level of risk, with the Severity being 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
<p>Example: Slips, trips and falls <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i></p>	<ul style="list-style-type: none"> • <i>Cleaning regime in place.</i> • <i>Correct safe substance used for surfaces.</i> • <i>Signage available.</i> • <i>Cleaners have received training.</i> • <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> • <i>Undertake specific risk assessment on snow and ice.</i> • <i>Remove all trailing cables in admin office.</i> 	<p>Y</p>	<p>Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated</p>	<p>3x1=3 Low</p>

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

Links to DfE Guidance

As new guidance is produced weekly, please refer to www.gov.uk for updates

Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<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-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>

	<p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p>
<p>Governance and other resources</p>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact Schools, Central Team, Local Authorities</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p>

Version edits			
Version No.	Section - Edits	Page	Published
1	Original		07/07/20

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers		<ul style="list-style-type: none"> • 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 • XXX number 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	Identify which children who may need to continue to be shielded at home.	1
Number of staff available is lower than that required to teach classes in school <i>(cross reference with</i>		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2 year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. 	Yes	Identify whether staff members who are shielding will continue in September 2020.	9

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
<i>employee risk assessment)</i>		<ul style="list-style-type: none"> • 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-guidance 		School to investigate alternative remote learning platforms in preparation for the eventuality of a bubble or school closure.	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> • 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. • XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Yes	SLA with LA to support with future admissions.	1
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing		<ul style="list-style-type: none"> • Review EEE termly admissions process • Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term 	N/A	N/A	N/A

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
to apply termly admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> • XXX pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 			
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group		<ul style="list-style-type: none"> • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • XXX maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • XXX 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). • XXX of unused classrooms that could be utilised • In NS/NC where additional space is identified for accommodating 2 year olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance 	Yes	Classroom environment to be organised in preparation for the children to return in September.	1
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. 	Yes	Classroom environment to be organised in preparation for the children to return in September. Teaching staff must keep 2m apart from children. There will be	6

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> • Children will be seated facing forwards. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • 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. 		<p>2m markings for teaching staff in the classrooms. Reception and Year 1 staff will follow 1m+ rule.</p> <p>Staggered approach in place – start and end of the school day, break and lunchtimes</p> <p>Additional markings and signage to be displayed around the school site, especially in the school hall (lunchtimes).</p>	
<p>There is a need for additional space to allow for curriculum to be fully delivered</p>		<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Make arrangements for use of alternative sites with support from the responsible body • Large gatherings and assemblies prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing. 	Yes	Timetables of provision across the school site i.e. hall, IT suite etc.	1
<p>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</p>					

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
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> • As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations 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 • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on arrangements testing for COVID-19 • Clarify arrangements for pick-up/drop-off, break times, as well as expectations for free study periods • NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc. 	Yes	Plans for full opening to be communicated to parents by Friday 17 th July.	1
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date. 	Yes	Parents asked to update contact information – text message to be sent during the Summer break.	4
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		<ul style="list-style-type: none"> • Request daily changes of clothes where possible to reduce the risk of infection • 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 • NS/NC arrangements in place to change bedding regularly to reduce the risk of infection • Consideration given to personal items of children – Soothers, comforters, nappies, personal toys. 	Yes	Ongoing reminders through weekly newsletter to parents.	4

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
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		<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • 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. • All staff to wash hands on arrival in school. • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport. 	Yes	Plans to be shared with staff and parents by Friday 17 th July.	1
Daily attendance registers for new cohorts are not in place		<ul style="list-style-type: none"> • School admin responsible for completion of school daily attendance registers • School admin responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body 	Yes	Daily attendance returns to be completed by admin staff.	1

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
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		<ul style="list-style-type: none"> FSM Voucher scheme is continued Issues with food poverty to be addressed through application to Early Help Hubs 	Yes	Edenred vouchers to still be distributed to parents during the Summer break.	1
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		<ul style="list-style-type: none"> 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. Consideration of use of space for food preparation and consumption Communicate decisions to parents Collaborate with other schools where there are arrangements in place Seek support from LA and other voluntary agencies 	Yes	BASC provider able to offer support for up to 15 children (to maintain a consistent group). Liaise with external sport educators to finalise plans for extra-curricular provision for September.	4
Meals are not available for all children in school		<ul style="list-style-type: none"> 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 eg. One vegetarian, one non-vegetarian option. Consider lunchtimes in the classroom for younger year groups. Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	Yes	Arrangements agreed with catering provider for provision from September.	1
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer					

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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		<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy. 	Yes	<p>Ongoing communication between senior leaders and staff.</p> <p>Annual safeguarding training to be delivered to all staff by DSL/DDSL in September.</p> <p>All staff to read Part 1 and Annex H of KCSIE by 1st September.</p>	1
High risk of increased disclosures from returning pupils		<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	Yes	Ongoing communication between DSL and Deputy.	4
Insufficient staff confidence or awareness of mental health, pastoral support,		<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as Silver Linings bereavement support / The Rainbow Hour and any changes that have occurred in children's lives since they have been away from school. 	Yes	Support from external agencies i.e. Dudley Educational Psychology Service / Rainbows (bereavement) and	1

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
wider wellbeing support for pupils returning to school		<ul style="list-style-type: none"> Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 		Active Black Country (The Rainbow Hour).	
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		<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. 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	<p>Update of safeguarding related policies in place for September – to form part of INSET day development.</p> <p>Monitoring of any incidents of misbehaviour via SafeGuard online monitoring tool.</p>	4
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					

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
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened		<ul style="list-style-type: none"> • 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	Baseline to be conducted during the first fortnight when children return to school. KPIs from the previous academic year will be the basis of the assessment of children's knowledge and understanding.	9
School unable to meet full provision required in line with EHCP		<ul style="list-style-type: none"> • 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	School SENCo to liaise with parents of SEND children in preparation for a September return.	4
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school		<ul style="list-style-type: none"> • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition 	Yes	School to investigate alternative learning platform in the event of a bubble or full school closure.	4

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
Pupils moving on to the next phase in their education are ill-prepared for transition		<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	Yes	Communication between primary and feeder secondary schools regarding the provision for transition for 2020-21.	4
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained		<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout 	Yes	Ongoing monitoring by senior leaders.	9
Identify staff unable to return to school		<ul style="list-style-type: none"> • Four staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls • Identify specific activities for staff who are vulnerable/shielded 	Yes	Confirmation of staff members who are still required to shield.	1
Staff are insufficiently briefed on expectations		<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day to day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated 	Yes	Weekly briefing provided to all staff.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 			
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 and lunch times		<ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. NS/NC children are organised in small groups with a key worker and move around with them. Lesson change overs are staggered to avoid overcrowding. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. Agree how safety measures and messages will be implemented and displayed around school. All staff to wash hands on arrival in school. Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school). 	Yes	Review and remarking of signage and markings across the school site to allow for the continuation of a one-way system across the school.	4

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> • Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day. 			
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		<ul style="list-style-type: none"> • Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EYFS environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	Yes	Activities planned so that shared resources can be cleaned at the end of the day or rotated every 72 hours.	4
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Staff do not share cutlery, cups or food. • All utensils are thoroughly cleaned before and after use. 	Yes	Reminder about expectations as part of first INSET day agenda. No more than 5 members of staff will be in the staffroom at any one time.	1
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> • Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> · Cover coughs and sneezes with a tissue, · To throw all tissues in a bin · To avoid touching eyes, nose and mouth with unwashed hands. • Queuing zones for toilets and hand washing have been established and are monitored. • NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. 	Yes	Staggered approach to break and lunchtimes to reduce queuing at toilets before and after break and lunch.	2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one 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 (no less than 20 seconds). • 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. 			
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required		<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups. • 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	<p>Cleaning schedule in place for the Summer break in preparation for the return in September.</p> <p>Staff to wipe down tables at break and lunchtimes.</p> <p>EYFS – refreshments – staff to wear gloves when preparing any snacks for children. Ensure that surface</p>	4

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
				areas are wiped down before and after use.	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • 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	SLA with LA regarding cleaning – appropriate resources in place to clean site on a daily basis. LA support with a ‘deep clean’ due to a possible school closure.	4
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established		<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • 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	Supplies to be monitored by the caretaker.	1

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
<p>Inadequate supplies and resources mean that shared items are not cleaned after each use</p>		<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • 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	<p>Monitor the quantity of cleaning resources i.e. wipes for tables in each teaching base.</p> <p>Items can be left for 72 hours between use.</p>	1
13. School level response should someone fall ill on site in line with govt guidance					
<p>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</p>		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. 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. 	Yes	<p>Support from Principal Health and Safety Officer with the LA (MM) if required.</p> <p>Support from the School Nurse Team if required.</p>	2

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
COVID-19 in the school		<ul style="list-style-type: none"> • 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=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up-to-date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> • <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 			
Arrangements to isolate individuals displaying		<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised 	Yes	Isolation area to be designated within a section of the staffroom rather than	2

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
symptoms of COVID-19 are not in place		<ul style="list-style-type: none"> • 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 (1m+). 		compromising the existing medical area.	
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		<ul style="list-style-type: none"> • 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	Monitor the quantity of PPE and order as necessary.	1

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
<p>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</p>		<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	Yes	Monitor the quantity of PPE and order as necessary.	1
15. Managing premises related issues					
<p>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</p>		<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the symptoms associated with 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. 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). 	Yes	Scheduled visits to be arranged by appointment only via the school office. Contractor to inform school if a staff member has developed symptoms associated with Covid 19 within 14 days.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> • Premises governing board committee is aware of planned works and associated risk assessments • Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building 			
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Reduced numbers of pupils/staff ○ Possible absence of fire marshals ○ Social distancing rules during evacuation and at muster points ○ Possible need for additional muster point(s) to enable social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan. 	Yes	Review of fire drill procedures in preparation for full opening in September – logistics to be shared with all staff at INSET day.	1
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	Yes	Arrangements in place to ensure that each teaching phase (bubble) remains 2m apart.	1
Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required. 	Yes	Sufficient staff members trained as fire marshals.	1
Statutory compliance has not been completed due to the availability of		<ul style="list-style-type: none"> • All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Yes	PAT testing to be updated during the Summer break.	2

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
contractors during lockdown		<ul style="list-style-type: none"> LA support is in place 			
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. NS/NC are aware of financial support available to support sustainability (LT to confirm) 	Yes	Funding for additional PPE and staff absence costs due to staff isolation.	9

16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach

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.

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff 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. 	Yes	<p>Individual risk assessment to be reviewed with appropriate staff members.</p> <p>Risk assessment by senior leaders regarding any potential risk to vulnerable children and those from BAME.</p>	2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> • Seek advice from Occupational Health Service 			
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.		<ul style="list-style-type: none"> • No. of BAME staff • No. of BAME staff risk assessed and requiring to remain shielded at home • No. of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	Yes	Individual risk assessment to be reviewed with appropriate staff members.	2
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus		<ul style="list-style-type: none"> • No of BAME pupils • No of BAME pupils risk assessed and requiring to remain shielded at home • No of BAME pupils able to return but requiring additional support • There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided. 	Yes		2

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
Parents do not follow advice on social distancing when visiting the school		<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • 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	Ongoing communication to parents via the text messaging service and weekly newsletter.	1
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 policies are no longer fit for purpose in the current circumstances		<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to an addendum for the BCC Model Safeguarding Policy. 	Yes	Policies updated in line with current Covid 19 guidance.	1
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ Different areas of the school including any Early Years and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Yes		1
18. Home to School Transport					

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
<p>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.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. 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. <p>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</p>					
<p>Pick up and drop off times</p>		<ul style="list-style-type: none"> As per Government guidance: <ul style="list-style-type: none"> <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i> <i>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)</i> <i>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)</i> <i>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</i> <p>In addition:</p> <ul style="list-style-type: none"> Consider opening school gates earlier so parents can socially distance on the playground Stagger start and finish times to ease pavement congestion 	<p>Yes</p>	<p>Staggered drop-off and pick-up times to be shared with parents before September.</p>	<p>4</p>

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		<ul style="list-style-type: none"> • 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 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		<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➤ 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 	Yes	<p>Continuation of Active Travel programme (Walk to School) to start again from September.</p> <p>Logistics of the day to be shared with parents and staff before September.</p>	4

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		<p>In addition:</p> <ul style="list-style-type: none"> • 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-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 contact a member of the Dudley Safer Travel Team. 			
Travel anxiety for new starters to secondary school		<ul style="list-style-type: none"> • West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link. 	N/A	Transition materials provided by West Midlands Police Travel Team and shared with Year 6 children.	N/A

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		<ul style="list-style-type: none"> For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: Travelling Safely on bus (social distancing) Travelling Safely on Metro (social distancing) Getting through train stations (social distancing) 			

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Principals are responsible for their respective school including Premises, Risk assessments and implementing safety measures (Water systems etc.)

Risk Assessment Review

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature
Mr Andrew Carry	Principal	