

RISK Assessment Tool (V1)

13/07/2020

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 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.

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>

<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>

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	<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>
Governance and other resources	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk</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					
1.1. Lack of certainty over returning numbers	Medium	<ul style="list-style-type: none"> • Planning for full attendance of all year groups • Phased return arrangements in place for year groups so that we can go through the new arrangements in detail • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19. Safeguarding newsletter goes out regularly signposting parents and pupils to a variety of support mechanisms • Safeguarding and SEND teams continue to make well being calls • 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 			Low
1.2. Number of staff available is lower than that required to teach classes in school <i>(cross reference with risk assessment on staff health and wellbeing)</i>	Low	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff • All staff are returning in September and in some way all staff have returned to school environment (except one) • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Rota is being developed and all support staff will be allocated to a zone • A blended model of home learning and attendance at school is utilised until staffing levels improve. This avenue is being further explored by DHT • Contingency planning with LA is in place and additional resource identified 		Expecting all staff back in September	Low

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		<ul style="list-style-type: none"> 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 Staff have been signposted to testing arrangements 			
1.3. Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	Low	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Safeguarding and attendance team have managed all in year admissions 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. 			low
2. Plan how the whole school will be accommodated and encourage attendance					
2.1. Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	Medium	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and specify entry/exit points and classroom use. Plan has been developed 1078 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' (whole school) 7 or 8 (10 for post 16) 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). There are eight unused base classrooms although many of these are specialist rooms. 			Low

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		<ul style="list-style-type: none"> • Specialist rooms are being used but will not be base classrooms • We will use larger venues if necessary such as the hall, Aspens and sports halls • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • 			
2.2. Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	Medium	<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. Pupils will predominantly remain in base classrooms with teachers moving to these venues. • 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. Hard copies provided • 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. Cover supervisors appointed to support • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish 		Posters to be created for every classroom highlighting standards and expectations including around hygiene	Low

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		times. Two staggered breaks (20 and 30 mins) <ul style="list-style-type: none"> Simplified menu to be in place. Have met with Aspens to discuss. Setting up outdoor pop up station so there will be opportunities for pupils to buy food outside. Also vending machine for drinks. 			
2.3. There is a need for additional space to allow for curriculum to be fully delivered	Low	<ul style="list-style-type: none"> Identify available large spaces and appropriate timetabling Hall, Aspens, sports hall and outside areas are all potential venues if necessary. Make arrangements for use of alternative sites with support from the responsible body Large gatherings and assemblies prohibited. Zoom assemblies at least initially. Possible outdoor Masses, but this will be later in the year. 			Low
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					
3.1. Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	Medium	<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. (Parentmail, website, text, weekly newsletter) A COVID-19 section on the school website is created and updated clearly showing arrangements. Website will have direct link to all key information regarding September return) PPT sent home to parents and pupils. Each year group will receive an induction day on the new arrangements and expectations Advice is made available to parents on arrangements testing for COVID-19. This was sent out as part of the presentation 			Low

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		<ul style="list-style-type: none"> Clarify arrangements for pick-up/drop-off. Pupils encouraged to walk or cycle to school and parents dropping off children not permitted on site P16 permitted off site at lunch but must sanitize hands on exit and re-entry 			
3.2. Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	High	<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. Website, parentmail, weekly newsletter Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy. On call, first aid assessed, sent home (collected) and told to self isolate for 7 days or until negative test result received. (Evidence will be required of this) Ensure contact details of families are up to date. 		Make contact with all parents to ensure all contact details are up to date	Low
3.3. 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	Medium	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family. Sent out in initial ppt presentation. Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. Counselling service in place. Internal safeguarding and pastoral teams have been extended so that there is continual monitoring and support in place. https://www.forwardthinkingbirmingham.org.uk 			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					
4.1. The start and end of the school day create risks of breaching social distancing guidelines	High	<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. We have two entry points and entry/exit times staggered • 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. This information communicated to parents via initial ppt presentation. Staff training completed last week of term. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. Pupils will line up in year groups at staggered starts and in various zones on playground. Sports hall used for this purpose • Floor markings are visible where it is necessary to manage any queuing. Yellow dots in place re social distancing • Attendance patterns have been optimised to ensure maximum safety. 			Medium
4.2. Daily attendance registers for new cohorts are not in place	Medium	<ul style="list-style-type: none"> • LGR, ABL responsible for completion of school daily attendance registers • ANE responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body 			Low

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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					
5.1. Pupils eligible for free school meals do not continue to receive vouchers	Medium	<ul style="list-style-type: none"> FSM Voucher scheme is continued over the summer holiday. In September normal FSM arrangements apply Issues with food poverty to be addressed through application to Early Help Hubs. Safeguarding team make these referrals. 			Low
5.2. The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	Medium	<ul style="list-style-type: none"> Unable to continue breakfast club as this will not align with staggered starts and risks other pupils outside of bubbles arriving on site Consideration of use of space for food preparation and consumption Communicate decisions to parents 			Medium
5.3. Meals are not available for all children in school	Medium	<ul style="list-style-type: none"> Simplified menu will be in place but full lunch service resumed. Additional pop up station on playground to be created as well as addition of a vending machine. 			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					
6.1. School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for	Medium	<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. Training last week of term and first day in September 		Fire addendum Lockdown policy update	Low

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COVID-19		<ul style="list-style-type: none"> 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. Fire and lockdown policies to be amended accordingly 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. 			
6.2. High risk of increased disclosures from returning pupils	High	<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. Number of DSLs since COVID-19 has increased 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 			Low
6.3. Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for	Medium	<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. Training on INSET day in September Staff are aware of how to access support for issues such 			Low

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pupils returning to school		as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.			
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
7.1. Pupils' behaviour on return to school does not comply with social distancing guidance	Medium	<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. Each year group will have a staggered induction period which will include this. • Behaviour policy addendum has been created and posted on to website. • Staff model social distancing consistently. • The movement of pupils around the school is minimised. Pupils remain in classrooms and teachers move to them. • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • Playground will be zoned. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. Staff training during last week of term. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. There will be SLT and support staff allocated to each zone. • Messages to parents to reinforce the importance of and exhibit social distancing. Done via ppt sent home over the summer holiday. 		Break and lunch plan needs putting together so that contact between year groups is minimised.	Medium

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8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
8.1. Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	High	<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. Online learning strategy currently under development. 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 School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school. Safeguarding team will pick these children up. 			Medium
8.2. School unable to meet full provision required in line with EHCP	Medium	<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 SEND team have full oversight of all SEND pupils and put necessary arrangements in place. We have two children joining us in y7 who will be in wheelchairs. Their base classrooms have been chosen carefully. 			Low
8.3. Operational needs of school create insufficient resource to support ongoing learning offer for eligible	High	<ul style="list-style-type: none"> Review online offer for pupils that are unable to attend school. Strategy under development. Classcharts, Oak academy, Microsoft Teams. Learning offer for pupils unable to access online resources Access Early Help Hub support for those pupils affected by ICT poverty. 		Strategy for overcoming ICT poverty to be developed. Cost implications.	Medium

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pupils who can't attend school, as well as those that continue to be out of school					
8.4. Pupils moving on to the next phase in their education are ill-prepared for transition	Medium	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • CEIAG arrangements in place and we have secured NCOP funding. UCAS arrangements well in place with post 16 team. • Y6 into 7 transition has been managed very well. There was an opportunity for all parents to come to school to collect and purchase everything they need. • Post 16 induction plan well in place. • There is regular and effective liaison with the destination institutions 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. 			Low
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
9.1. Staffing levels can't be maintained	Medium	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Have appointed two additional cover supervisors from the TA team. • Chair of responsible body kept informed throughout 			Low

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9.2. Identify staff unable to return to school	Medium	<ul style="list-style-type: none"> All staff will be returning in September (except possible one) 			Low
9.3. Staff are insufficiently briefed on expectations	Medium	<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. Not necessary 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 			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					
10.1. 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	High	<ul style="list-style-type: none"> School zoned so that year groups for the most part remain in their zone. SLT and support staff all allocated to zones to support transition. Y10 and 11 only move within their zone for their option subjects. Specialist rooms are available (many of these have been allocated to the Y10/11 zones as they are used for their options) Corridor movement limited between lessons as it will mostly be teachers moving. One-way systems to be in operation. Appropriate signage 			Low

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		<ul style="list-style-type: none"> Corridors are divided where feasible. Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points. There will be ongoing cleaning throughout. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. There will be signage in every classroom reminding of expectations 			
10.2. The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	High	<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 which no longer requires social distancing 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. 			Medium
10.3. Staff rooms and offices do not allow for observation of social distancing guidelines	Medium	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Department offices to be used. Staff can also use the study zone to work in Staff have been briefed on the use of these rooms. 			Low
10.4. Queues for toilets and handwashing risk	High	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. This is only for break and lunch. Pupils will not be allowed to the toilet during lessons. 			Low

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non-compliance with social distancing measures		(Although there some occasions where pupils are in a room for three hours in the morning. On Call to be used as necessary) <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 may potentially use 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. Cleaning schedule will be in place • 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. • Pupils encouraged to bring in own sanitizer • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Each zone will have a sanitizing station. • All pupils expected to sanitize hands on entry to any classroom and also on exit. 			
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					
11.1. Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not	High	<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. Have met already with Tenon and made necessary arrangements. • 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 			Low

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undertaken to the standards required		school. Discussions in place with SJPIIMA and additional cleaners provided <ul style="list-style-type: none"> • 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. 			
11.2. Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	High	<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 			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					
12.1. Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	High	<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. • 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 			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
		<p>need to wash hands regularly and frequently, including on arrival at school.</p> <ul style="list-style-type: none"> Reinforce 'catch it, kill it, bin it' message. Induction period at start of year. Signage. Regular daily reminders from form tutors and Heads of Year 			
12.2. Inadequate supplies and resources mean that shared items are not cleaned after each use	Medim	<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 Pupils are to bring in their own pencil case of equipment Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups). Anti bac wipes, disinfectant sprays, tissues, lidded bins and hand sanitizer provided for all classrooms 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. Each class is allocated their own cleaning products The governing board finance committee is aware of any additional financial commitments 			Low
13. School level response should someone fall ill on site in line with govt guidance					
13.1. Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing)	Medium	<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. 			Low

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<p>should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school</p>		<ul style="list-style-type: none"> • 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. MDA has met with RBO and is satisfied. Will meet again in September to look at new arrangements. • 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 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. • For schools who do not subscribe to the service from the council's safety team and where the council is not the 			

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		<p><i>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></p> <ul style="list-style-type: none"> • 			
13.2. Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	Medium	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Toilet identified for use for suspected cases only. • 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. <p>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</p>			Low
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					
14.1. Provision of PPE for staff where required is not in line with government guidelines	Medium	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood and communicated. Training has been given to all staff • 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. 			Low

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		<ul style="list-style-type: none"> • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support and SJPIIMA for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance • Bin at entrance for disposal of face masks. Not permitted in school 			
14.2. 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	Medium	<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 			Low
15. Managing premises related issues					
15.1. 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	Low	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. There are no works planned for September. All to be completed prior to reopening. • 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. 			Low

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distancing and infection control		<ul style="list-style-type: none"> • 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). • Premises governing board committee is aware of planned works and associated risk assessments 			
15.2. Fire procedures are not appropriate to cover new arrangements	Medium	<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. 			Low

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15.3. Fire evacuation drills - unable to apply social distancing effectively	High	<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. This has been communicated to staff and pupils 			Low
15.4. Fire marshals absent due to self-isolation	Medium	<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. 			Low
15.5. Statutory compliance has not been completed due to the availability of contractors during lockdown	Low	<ul style="list-style-type: none"> All statutory compliance is up to date. School has not closed and normal arrangements have been in place. Site team have been present during the whole time. 			Low
15.6. The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	High	<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. SJPIIMA 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. Government fund (£75,000) The school's projected financial position has been shared with governors and LA or trust. 			Medium

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16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
Considerations <ul style="list-style-type: none"> Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk 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. 					
16.1. Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff,	Medium	<ul style="list-style-type: none"> All necessary risk assessments have taken place. 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 			Low

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and those who are shielding		circumstances known to the school. <ul style="list-style-type: none"> 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. Current government guidance is being applied. 			
16.2. Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	Medium	<ul style="list-style-type: none"> All risk assessments have been conducted including those of BAME heritage 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 have been signposted to useful websites and resources. Counselling service for staff has been in place 			Low
16.3. Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to	Medium	<ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. Enhanced safeguarding team 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 		Process underway to identify all pupils especially BAME pupils who will require a risk assessment. Safeguarding team to conduct	Medium

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coronavirus		<ul style="list-style-type: none"> Resources/websites to support parent and pupil anxiety are provided. 			
16.4. Parents do not follow advice on social distancing when visiting the school	Medium	<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			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					
17.1. 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	Medium	<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. 		This is underway	Low
18. Home to School Transport					

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<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>					
18.1. Pick up and drop off times	Medium	<ul style="list-style-type: none"> Staggered starts to school day. Parents are not allowed on site and vehicles must not enter site. Two entry points used 			Low

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18.2. Children arriving late as a result of journey to school	Medium	<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 ➤ Discussions in place with bus companies In addition: <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. • For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us 			Low
18.3. Travel anxiety for new starters to secondary school	Medium	<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. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three 			Medium

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		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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