

## RISK Assessment Tool (V20)

### Introduction

The government plan is for the [phased return of some children](#) to school from the week commencing 1 June. This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 14/05/2020 and is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). EYFS guidance should be considered for Nursery Schools and Nursery Classes.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with all relevant stakeholders.

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<b>Example:</b> <b>Slips, trips and falls</b> <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i>	<ul style="list-style-type: none"> <li>• <i>Cleaning regime in place.</i></li> <li>• <i>Correct safe substance used for surfaces.</i></li> <li>• <i>Signage available.</i></li> <li>• <i>Cleaners have received training.</i></li> <li>• <i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li>• <i>Undertake specific risk assessment on snow and ice.</i></li> <li>• <i>Remove all trailing cables in admin office.</i></li> </ul>	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	<b>Low</b>

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <b><a href="http://www.gov.uk">www.gov.uk</a></b> for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june</a></p> <p><a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision</a></p> <p><a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p><a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></p>

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	<p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>
<b>Governance and other resources</b>	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>There are also useful prompts and guidance in the following document:  <a href="https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx">https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email:  <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p>

Version edits			
Version No.	Section - Edits	Page	Published
18	Original		18/05/20
19	A number of changes made; many specific to EYFS considerations.  <b>Introduction</b> – reference to EYFS guidance added <b>Links to DfE guidance</b> – weblinks to latest guidance dated 15.05.20 added including guidance notes specific to EYFS	1  3,4 4	19/05/20

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<b>Governance</b> – contact details for EY team added	4	
<b>Version Edits</b> – added in full	4,5	
<b>Risk 1.1</b> – ‘nursery class’ changed to ‘nursery class/school’	6	
<b>Risk 1.2</b> – EY staff roles added	6	
<b>Risk 1.3</b> – added reference to EYFS ratios	7	
<b>Risk 1.6</b> – control measure added in full, reference to continued nursery admission processes	8	
<b>Risk 2.1</b> – 2 year olds and under 2s added to control measure	8	
<b>Risk 2.2</b> – added 2 control measures on EYFS environment	9	
<b>Risk 2.3</b> – added reference to EYFS environment	9	
<b>Risk 3.2</b> – added reference to weekly LA ISEY Panel	10	
<b>Risk 4.1</b> – reference to arrangements for personal care in nursery	11	
<b>Risk 4.2</b> – reference to verbal communication in community language and ensuring family contact details are updated.	11	
<b>Risk 4.3</b> – added 2 control measures re. bedding and personal items for EYFS	12	
<b>Risk 5.1</b> – added consideration of handover of young children	13	
<b>Risk 6.1</b> – added reference to FSM vouchers provided to eligible families not attending	13	
<b>Risk 6.2</b> – added reference to seeking wraparound care from childminders/PVIs	14	
<b>Risk 7.1</b> – exchange of ‘nurses’ with ‘health visitors’	15	
<b>Risk 9.1</b> – consideration for young pupils and self-care	17	
<b>Risk 9.2</b> – EY Inclusion Support Service named for support	17	
<b>Risk 9.3</b> – NS Trust and Teaching Schools Alliance named for support	17	
<b>Risk 9.4</b> - NS Trust and Teaching Schools Alliance named for support	18	
<b>Risk 9.5</b> – addition of earlier educational phases of transition	18	
<b>Risk 10.2</b> – ‘clinically vulnerable’ changed to ‘clinically extremely vulnerable’ as per DfE guidance	19	
<b>Risk 11.1</b> – reference to small groups for nursery pupils	20	
<b>Risk 11.2</b> – reference to soft furnishings and use of resources within small groups	21	
<b>Risk 11.4</b> – reference to children changing facilities being in place	21	
<b>Risk 13.1</b> – reference to hand washing of young children	22	
<b>Risk 14.1</b> – reference to vigilance towards Covid and other infectious illness in young children in particular	23	
<b>Risk 14.2</b> – designated area for young children with symptoms to wait with key worker	24	
<b>Risk 16.6</b> – financial support potentially available to EY providers	27	

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## St Edmund Campion Catholic School

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<b>20</b>	<p><b>Governance</b> – addition of ‘other resources’ to the section including a link to ACAS and HSE</p> <p><b>Risk 2.2</b> – additional consideration of staffing changes to cover absences</p> <p><b>Risk 8.1</b> – compliance of group sizes with DfE guidance</p> <p><b>Risk 11.2</b> – safe storage of unused furniture</p> <p><b>Risk 11.4</b> – number of additional considerations: cleaning timetable related to number of pupils accessing facilities; incorporating hand washing in the daily timetable and provision of hand gel in high capacity areas where no hand washing facilities</p> <p><b>Risk 12.1</b> – agreeing increased hours with cleaning staff</p> <p><b>Risk 13.2</b> – identifying cleaning roles and responsibilities for each area</p> <p><b>Risk 15.1</b> – cleaning of reusable PPE items</p> <p><b>Risk 16.2</b> – arranging a fire drill in accordance with covid plan</p> <p><b>Risk 16.4</b> – training of other staff in fire marshal duties</p> <p><b>Risk 17.4</b> – added in full re. managing parent/visitor compliance with social distancing</p>	<b>4</b> <b>10</b> <b>16</b> <b>21</b> <b>21-22</b>  <b>22</b> <b>23</b> <b>25</b> <b>27</b> <b>27</b> <b>29</b>	<b>21/05/20</b>

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>1.1. Unable to assess likely numbers of pupils returning</b>	Low	Identify numbers of pupils likely to return: <ul style="list-style-type: none"> <li>108 year 10s have confirmed a place</li> <li>39 year 12s have confirmed a place</li> <li>26 critical worker and vulnerable children (KW/V pupils)</li> </ul> Phonecalls have gone out to all year 10s and 12s and vulnerable pupils to clarify	Y	Keep monitoring provision and how many take up places. KW/V pupils monitored by Senior DSL  Y10 pupil provision monitored by NBD	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
				Y12 pupil provision monitored by SGR and JQU  This will affect how many groups are put on at any time	
<b>1.2 Unable to assess required staffing resource</b> <i>(cross reference with risk assessment on staff health and wellbeing)</i>	Low	Identify numbers and roles of staff required to support return: <ul style="list-style-type: none"> <li>A rota system has been developed that caters for Y10s, 12s and KW/V pupils.</li> <li>Staff are working 2 days in school to meet this provision. Numbers of staff are sufficient to ensure this and ensure group sizes are within DfE guidelines.</li> <li></li> </ul>	Y  Y	Rota will be continuously monitored by Deputy Head JQU	Low
<b>1.3 Number of staff available is lower than that required to teach classes in school and operate effective home learning.</b>	Low	<ul style="list-style-type: none"> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Staff continue to set work on classcharts for their pupils, acknowledging work.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. This is a last resort only if needed. Due to the nature of the rota it is unlikely that this will be the case.</li> <li>Contingency planning with SJPIIMA is in place and additional resource identified</li> <li>Consideration of available testing for school staff is updated according to latest government advice</li> </ul>	Y  Y  Y  Y	Recorded  Risk Assessments for staff in school on the list	Low

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1.4. Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	Low	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups.</li> <li></li> </ul>	Y  Y  Y  Y		Low
<b>2. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance</b>					
2.1. Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group	Low	<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and assess which classrooms can accommodate entry/exit points</li> <li>Y10: Venues have been identified so that class sizes kept to a minimum. Will use hall, sports hall so that social distancing can be adhered to.</li> <li>Y12: G7, G8, G9, G10, G11, G12, 109, 108 identified for Y12 provision. Max 9 pupils in a cohort.</li> <li>KW/V groups. Planning for 3 classes and 3 rooms identified (T4, T2 and T3) These rooms have been chosen so that social distancing can be adhered to as they are large. There is also easy access to the playground.</li> <li>Pupils will remain in their designated areas and their groups will not change.</li> </ul>	Y  Y  Y  Y  Y		Low

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<b>2.2. Classroom arrangements do not currently allow for adequate social distancing</b>	Medium	<ul style="list-style-type: none"> <li>Classroom size and numbers reviewed through daily planning</li> <li>Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (See 2.1.)</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing. Large venues used</li> <li>Spare chairs removed from desks so they cannot be used. Skips ordered for playground so that clutter in classrooms can be disposed of.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Hand washing facilities identified for each learning zone. Hand sanitizer, anti bac wipes provided for all classrooms. Extra five wash basins installed in playground. Hand sanitizer stations distributed to key areas of school.</li> <li>In secondary schools, the year group stays together and does not mix with other pupils.</li> <li>Consideration of staffing changes to cover absence. Due to nature of rota and availability of staff there will be enough staff to use should absences arise. (Staff are aware they may be required to do additional day per week if need arises)</li> </ul>	Y Y Y Y Y Y Y Y Y Y Y Y		Low
<b>2.3. Appropriate planning for the use of alternative spaces not currently in place to meet shortfall</b>	Medium	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall) for teaching. (see 2.1)</li> <li>Identify reasons for large space use. Using large venues means we can ensure better social distancing and ventilation. Entry into and exit from can be better managed.</li> <li>Large gatherings prohibited. Behaviour policy annex states that pupils must adhere to social distancing measures and</li> </ul>	Y Y Y	On Call rota to be published (JQU)	Low

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		must not congregate. There will be no recreational time for Y10s and 12s. No food provided so no lunch queues. For KW/V pupils those staff on duty will insist on social distancing. The 3 groups will have a staggered lunch and break. KWV pupils to take lunch on playground or in their classroom completely separate from other pupils. <ul style="list-style-type: none"> <li>• On entry to school Y10 and 12 pupils will line up at 2m distances and will be called in individually and directed to their venue.</li> <li>• On exit Y10 and 12 pupils will be dismissed one by one by SLT</li> <li>• On call to be used if a pupil needs the toilet. Will be escorted by member of staff and thorough handwashing insisted upon.</li> <li>• Design layout and arrangements in place to enable social distancing. Tables set out so that 2m distancing met.</li> <li>• Full staff rotas completed including on call, first aid, DSL, office, fire marshalls etc</li> </ul>	Y Y Y Y		
<b>3. Prioritising provision</b>					
<b>3.1. Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning year groups not in place</b>	Medium	<ul style="list-style-type: none"> <li>• Full timetable published for KWV pupils so that staff are aware of when and who they are teaching</li> <li>• Groups remain the same and pupils will not mingle with others.</li> <li>• Review numbers of children returning according to status and year group (as per 1.1)</li> <li>• Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. Classcharts work continued to be set and Oak academy and BBC bitesize schedules continue to be published</li> </ul>	Y Y Y Y Y	Ongoing	Low

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		<ul style="list-style-type: none"> <li>Pastoral and SEND support is deployed wherever possible to support prioritised pupils. AWA and PHO to continually assess this</li> <li>Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. Well being phonecalls continue to be made</li> </ul>			
<b>3.2. Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.</b>	High	<ul style="list-style-type: none"> <li>Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion</li> <li>Pupils on ECV list not permitted in to school</li> <li>Pupils on CV list permitted in school but risk assessment must be in place</li> <li>Put in place provision for the return of pupils with SEND in conjunction with families. SEND, safeguarding and pastoral teams to monitor. Weekly meeting to be set up to monitor these pupils.</li> <li>Bring any support requests to weekly LA SEND Panel</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19. Safeguarding newsletter, QnA document, parental choice to send, JFL and FMC available for contact. 15 members of staff have received bereavement training</li> <li>Requests for support for vulnerable families sent through Early Help Hubs</li> <li>LA support for individual or complex cases</li> </ul>	Y  Y Y  Y Y  Y  Y	JFL to continue to encourage vulnerable pupils in school	
<b>4. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b>					

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4.1. 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"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils</li> <li>QnA document published making expectations clear for all parents and pupils.</li> <li>Advice is made available to parents on testing for COVID-19. Published in QnA document</li> </ul>	Y Y Y Y	Regular updates via parentmail and COVID 19 section on website. QnA document published and posted on website.  Policy annexes to be written (AGR)  In QnA document	Low
4.2. Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	Medium	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy. Diagnosis, parents called, child sent home to self isolate and to get tested. Not permitted to return unless negative test result received (evidence required)</li> <li>Ensure contact details of families are up to date.</li> <li>Attendance policy updated and on website</li> <li>Behaviour policy updated and on website</li> </ul>	Y Y Y	Be very clear with pupils at start of what happened if they display symptoms.  Parents made aware	Medium/Low
4.3. 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"> <li>Parents asked to reinforce expectations with children regarding social distancing measures.</li> <li>Standards set at beginning for pupils around social distancing, handwashing, behaviour standards</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Attendance policy updated and on website</li> <li>Behaviour policy updated and on website</li> </ul>	Y Y Y Y		Low

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<b>5. The school day</b>					
This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
<b>5.1. The start and end of the school day create risks of breaching social distancing guidelines</b>	Medium	<ul style="list-style-type: none"> <li>Start and departure times are staggered for Different groups of pupils.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are identified and used for different groups. (See 2.3)</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. (see 2.3)</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	Y Y Y Y Y Y	Need to plan Staff INSET and pupil presentations	Low
<b>5.2. Daily attendance registers for new cohorts are not in place and DfE online educational setting status form to provide daily updates on how many children and staff are in school is not completed</b>	Medium	<ul style="list-style-type: none"> <li>JFI, LGR, ANE responsible for completion of daily attendance registers (school and DfE)</li> <li>JFI, LGR, ANE responsible for completion of BCC vulnerable/key worker children attendance weekly submission</li> <li>Report to responsible body</li> <li>Attendance policy updated and on website</li> </ul>	Y	LGR and ANE will submit	Low
<b>6. Provision for meals and FSM</b>					
<b>6.1. Pupils eligible for free school meals do not continue to</b>	Medium	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continuing</li> <li>A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when</li> </ul>	Y Y	ANE	Low

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## RISK Assessment Tool (V20)

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
receive vouchers on the days that they are not in school		in school and continue to receive vouchers/school meals when not in school. <ul style="list-style-type: none"> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> <li>FSM vouchers are given to families who are not in attendance and are eligible.</li> </ul>	Y Y	JFL ANE/JFL	
<b>6.3. Meals are not available for all children in school</b>	Low	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options based upon numbers of pupils in school</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>	Y Y Y Y Y	Minimal provision provided  SJPIIMA and AGR will liaise with Aspens on matters of meals	Low
<b>7. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer</b>					
<b>7.1. School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</b>	Low	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes. SJPIIMA Annex to safeguarding policy published on website.</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>Fire evacuation procedures updated to reflect COVID19 situation. Social distance measures to be in place but not to take precedence over evacuation procedures</li> </ul>	Y Y Y Y N	At least one DSL always to be on site. Other DSLs available as required  JFL to update staff	Low

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## St Edmund Campion Catholic School

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		<ul style="list-style-type: none"> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency. Done during presentation at start of</li> </ul>			
<b>7.2. High risk of increased disclosures from returning pupils</b>	High	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. At least one DSL on site at all times and other DSLs available as required.</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	Y  Y  Y Y Y	Situation to be monitored very closely by SEND, safeguarding and pastoral teams.  Individual interventions to be identified and implemented as need arises	Medium
<b>7.3. Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	Medium	<ul style="list-style-type: none"> <li>15 members of staff have undertaken the bereavement training provided by SJPIIMA</li> <li>Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. There is a counselling service available and staff also have access to the Westfield services.</li> <li>Safeguarding newsletter directs staff and pupils and families to various support mechanisms</li> </ul>	Y		Low
<b>8. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>8.1. Pupils' behaviour on return to school does not comply with social distancing guidance</b>	High	<ul style="list-style-type: none"> <li>Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff. Standards set at start of placements</li> </ul>	Y	Things will be made very clear to pupils and implications if failure to comply	Medium

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		<ul style="list-style-type: none"> <li>• Arrangements for social distancing for children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised. There will be little need for any pupils to move around school</li> <li>• Large gatherings are avoided and group sizes comply with DfE guidance. Explicitly discouraged and added to behaviour policy</li> <li>• Break times and lunch times are structured to support social distancing and are closely supervised. No lunch or break for Y10s and 12s. Staggered lunch and break for the three KVV groups.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of social distancing.</li> <li>• Behaviour policy updated and published to parents</li> </ul>			
<b>9. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>9.1. Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	High	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> </ul>	Y	Arrange for lessons (via visualiser) to be recorded so those pupils who are not attending can access them.	Medium

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		<ul style="list-style-type: none"> <li>Focus on lessons is retrieval practice of prior knowledge. Lessons videoed and made available to those not in attendance</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> </ul>		Staff to monitor completion of work and acknowledge what is completed	
<b>9.2. School unable to meet full provision required in line with EHCP</b>	Medium	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan</li> <li>Access support through health and social care offer</li> <li>AWA, PHO and JFL to closely monitor the EHCP provision</li> </ul>	Y	To be monitored carefully by SEND, safeguarding and pastoral teams	Medium
<b>9.4. No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups</b>	Medium	<ul style="list-style-type: none"> <li>Review numbers of children attending school who are not in the returning year groups</li> <li>Engagement of appropriate services for families not engaging</li> <li>Curriculum leads in school meet regularly to review impact of plan</li> <li>Timetable in place for these pupils</li> </ul>	Y		Low
<b>9.5. Pupils moving on to the next phase in their education are ill-prepared for transition</b>	Medium	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> </ul>	Y		Low

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		<ul style="list-style-type: none"> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> <li>Full transition programme in place for future y7 pupils</li> </ul>			
<b>10. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>9.6. Staffing levels can't be maintained</b>	Low	<ul style="list-style-type: none"> <li>Only the staff required to be in school are in school, to maintain safeguarding and ratios</li> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Rotas mean that we will always have sufficient staffing</li> <li>Chair of responsible body kept informed throughout</li> </ul>	Y	Will change rotas as required and if staff are required in on more days will implement. Need to be clear to staff from the outset	Low
<b>9.7. Identify staff unable to return to school</b>	Low	<ul style="list-style-type: none"> <li>Rota in place so that 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</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> </ul>	Y  Y		Low
<b>9.8. Staff are insufficiently briefed on expectations</b>	Medium	<ul style="list-style-type: none"> <li>Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff</li> </ul>	Y		Low

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		wellbeing regularly, including senior leaders. There are identified leadership members to whom staff can consult <ul style="list-style-type: none"> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed. Particularly the case for those with childcare issues</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. To be delivered to all staff week commencing 8<sup>th</sup> June.</li> </ul>			
<b>11. Protective measures and hygiene</b> This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
<b>11.1 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</b>	High	<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues, use of communal staff areas as detailed in 2 and 5</li> <li>The movement of pupils around school is minimised as much as possible. There will be little requirement for pupils to move between venues in school.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>No lesson change overs</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> </ul>	Y		Low
<b>11.2 The size and configuration of classrooms and teaching spaces does not support compliance with</b>	High	<ul style="list-style-type: none"> <li>Pupils will remain in one venue throughout the day.</li> <li>Each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> </ul>	Y		Low

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social distancing measures		<ul style="list-style-type: none"> <li>• Arrangements are reviewed regularly.</li> </ul>			
11.3 Staff rooms and offices do not allow for observation of social distancing guidelines	High	<ul style="list-style-type: none"> <li>• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>• Staff have been briefed on the use of these rooms.</li> <li>• Staffroom only used as a venue to make refreshments and has been adapted to meet measures</li> </ul>	Y		Low
11.4 Queues for toilets and handwashing risk non-compliance with social distancing measures	Medium	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Pupils and staff know that they can only use the toilet one at a time.</li> <li>• Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. Will be escorted by On call duty team</li> <li>• The toilets are cleaned frequently to take account for the number of pupils accessing the facilities.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points.</li> </ul>	Y		Low
<b>12. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					

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<b>12.1 Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</b>	Medium	<ul style="list-style-type: none"> <li>All classrooms have been deep cleaned and sanitised prior to pupil and staff return. A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. Arrangements made with Tenon</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Use of site team and additional staff.</li> <li>Working hours for cleaning staff are increased in agreement with staff.</li> </ul>	Y		Low
<b>12.2. Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	Medium	<ul style="list-style-type: none"> <li>Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>Sufficient and suitable equipment is available for the required clean</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>First aiders know what to do if there is a suspected case</li> </ul>	Y		Low
<b>13. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>13.1. Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	Medium	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. There are lots of supplies in stock.</li> <li>Appropriate measures to supervise effective hand washing</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> </ul>	Y	<p>We have more than sufficient supplies of soap and hand sanitizer</p> <p>Six touch free hand sanitizer stations in school. Five outside</p>	Low

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		<ul style="list-style-type: none"> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> </ul>		sinks have been installed. All carpets have been deep cleaned	
<b>13.2 Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	Medium	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. Pupils will do all work in one notebook and only use their own equipment</li> <li>There will be no sharing of resources</li> <li>Prevent the sharing of stationery and other equipment where possible. Pupils will bring own equipment and will do all work in one exercise book</li> <li>Surfaces cleaned and disinfected more frequently. Only one pupil will use one desk each day which will be cleaned before and after each lesson</li> <li>No practical lessons will go ahead</li> <li>The SJPIIMA finance committee is aware of any additional financial commitments</li> <li>Staff will be required to declutter their rooms with skips available for disposal of items.</li> </ul>	Y		Low
<b>14. School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)</b>					
<b>14.1 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</b>	Medium	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. There has been regular updates from headteacher. Every member of staff will receive an induction session on their return to school.</li> <li>Staff are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government</li> </ul>	Y		Low

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case of COVID-19 in the school		advice. All staff aware of symptoms and know procedures if they believe a pupil displays symptoms. <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>			
14.2 Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	Medium	<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Use courtyard area first and then chapel</li> <li>Procedures are in place for these venues to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Office will call site team when this need arises.</li> </ul>	Y		Low
<b>15. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>					
15.1. Provision of PPE for staff where required is not in line with government guidelines	High	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated. Training video for staff provided as well as poster guidance. Staff directed to view these materials.</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul>	Y		Low

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		<ul style="list-style-type: none"> <li>Seek SJPIIMA support for emergency PPE stock</li> </ul>			
<b>15.2. 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</b>	High	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines</li> <li>Sufficient stock has been ordered using school's usual suppliers and other suppliers</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	Y		Low
<b>16. Managing premises related issues</b>					
<b>16.1. 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 distancing and infection control</b>	Medium	<ul style="list-style-type: none"> <li>Ongoing site work is minimal. Majority of work completed before opening</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>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. Contractors will be based at the PFC house.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>	Y	Protocols to be developed regarding contractors and social distancing etc.	Low

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<b>16.2. Fire procedures are not appropriate to cover new arrangements</b>	Medium	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>○ Reduced numbers of pupils/staff</li> <li>○ Possible absence of fire marshals (There are fire marshalls present each day)</li> <li>○ Social distancing rules during evacuation and at muster points</li> </ul> </li> <li>• Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>	Y		Low
<b>16.3. Fire evacuation drills - unable to apply social distancing effectively</b>	medium	<ul style="list-style-type: none"> <li>• Plans for fire evacuation drills are in place and are in line with social distancing measures.</li> </ul>	Y	Will do a drill and monitor	Medium
<b>16.4. Fire marshals absent due to self-isolation</b>	High	<ul style="list-style-type: none"> <li>• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>• Staff appropriately trained in fire marshal duties as required.</li> </ul>	Y		Medium
<b>16.5. Statutory compliance has not been completed due to the availability of</b>	Low	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• School has not closed and so all normal checks have been carried out by the site team.</li> </ul>	Y		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
contractors during lockdown					
16.6. The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	Low	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• The school's projected financial position has been shared with governors and trust.</li> </ul>	Y		Low
<b>17. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach</b>					
17.1. Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	Low	<ul style="list-style-type: none"> <li>• A risk assessment is undertaken for BAME staff</li> <li>• All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school.</li> <li>• Records are kept of this and regularly updated.</li> <li>• Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> </ul>	Y		Low

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## RISK Assessment Tool (V20)

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
<b>17.2. Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.</b>	High	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Counselling services employed for staff as well as through Westfield.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. All staff to have a return to work conversation with their line manager or member of SLT.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>	Y		Low
<b>17.3. Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	Medium	<ul style="list-style-type: none"> <li>• Parents have the choice as to whether they send their child in or not. Attendance records no affected.</li> <li>• There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. Safeguarding, pastoral and SEND teams are identifying list of pupils and the support to offer them.</li> <li>• There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>• School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>• Resources/websites to support parent and pupil anxiety are provided. Safeguarding newsletter published every week</li> </ul>	Y		Low
<b>17.4. Parents do not follow advice on</b>	Low	<ul style="list-style-type: none"> <li>• Parents are not permitted on to school site for any reason</li> </ul>	Y		Low

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## RISK Assessment Tool (V20)

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
social distancing when visiting the school					
<b>18. Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>18.1 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</b>	medium	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> </ul>	Y		Low

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