Birmingham City Council

Cotteridge School

COTTERIDGE PRIMARY SCHOOL
RISK ASSESSEMENT

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

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	**4**	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	**2**	**3**	**4**
		SEVERITY (OUTCOME)			

Area of concern to be addressed	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Risk rating
1.	**Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans**			
Lack of certainty over returning numbers	• Planning for full attendance of all year groups and complete the daily DfE attendance return. • Good record keeping for attendance. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance. • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. A copy of letter has been issued and can be requested from parents. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment, including computer equipment, required is returned to school site • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the guidance for special schools.	Yes		1x1=1
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff*	• The health status and availability of every member of staff is known and is regularly updated. • CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are isolating but who are well enough to teach	Yes		2x1=2

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health and wellbeing)	lessons remotely. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • If your school is struggling with a shortfall in staffing you will need to consider possible solutions with your local authority. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. • 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance.			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	• Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. • Potential pupils risk assessed and discussed at regular SEND or Fair Access	Yes		1x1=1

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	panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.			
Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	• Review EEE termly admissions process. • Funding questions are emailed to NEF@Birmingham.gov.uk • Ensure key school contact and related resources in place. • Ensure parental declarations are completed and signed each term. • Potential pupils risk assessed and discussed at regular SEND or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	Yes	Plans to extend the operation of Nursery from Sept 2021 to be continued.	1x1+1
2.	**Plan how the whole school will be accommodated and encourage attendance**			
Measures are not in place to accommodate mandatory attendance	• Reduced contact between bubbles/groups continues to be reinforced • Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. • Removing unnecessary furniture out of the classroom to make more space. • Use of unused classrooms. • Engagement of appropriate services for families not engaging	Yes		1x1=1
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	• In primary schools, classes stay together with their teacher and do not mix with other pupils. • Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. • Hand washing or sanitisation facilities identified for each learning zone. • Ventilation is increased while spaces are unoccupied e.g. breaktimes. • Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. • Consider staggered break times and lunch times to align with staggered start and finish times. Make sure you allow time for cleaning surfaces in the dining hall between groups. • Consider lunchtimes in the classroom for older year groups. • In EYFS handwashing supervision is in place. • Staffing arrangements for lunchtime also need to be considered to ensure	Yes	Class bubbles will be adopted in the initial opening phase. This may develop to year group bubbles as the pandemic recedes.	1x1=1

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	• colleagues have a reasonable break. • Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. • Participation in the Testing Programme for staff.			
There is a need to review group participation and use of large spaces to allow for the school to be fully operational	• Encourage use of outdoor space, weather dependent. • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site will be requested and reviewed. • Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.	Yes	Risk Assessment from sports third parties has not yet been provided. The SLT will speak to providers when they come on site to review and recap procedures.	1x1=1
3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils				
Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school	• As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. • Covid-19 section of the school website shows the remote learning offer available. • Arrangements for pick-up/drop-off- are published on school website. • For pupils with an individual risk assessment, discuss RA with parents, and where appropriate, with pupils. • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19. • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs. • LA support for individual or complex cases	Yes		1x1=1

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Parents and carers may not fully understand their responsibilities should a child or a member of their household shows symptoms of COVID-19	• Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, newsletter, website, verbal). • Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy. See section 11. • Ensure contact details of families are up to date.	Yes		2x3=6
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	• Uniforms do not need to be cleaned any more often than or differently to usual. • Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family • Brokerage of access to Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. • Family Connect support explored if required.	Yes		1x1=1
4. The school day				
The start and end of the school day create risks of breaching social distancing guidelines	• Consider stagger to start and end of day. • Break and lunchtimes are also considered to maximise teaching time. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • KS2 children to eat in classrooms, EYFS/KS1 children in the school hall. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors via appointment only • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe handover of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • DSLs should maintain a focus on vulnerable children, particularly if preparing for	Yes		1x1=1

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	bubble isolation and should notify key workers (social workers, family support).			
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	• Key messages are regularly reinforced in line with government guidance. • Clear procedures in place where a child or staff member falls ill whilst at school with reference to the flowchart from Public Health • Ensure contact details of families are up to date. • Key guidance issued to staff with regards to mask wearing in the school buildings. • PPE instructions shown in the medical room • Letter too be sent home with children and their siblings who are showing symptoms on the wall in the medical room.	Yes		1x3=3
Resumption of day visits	• DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.	Yes	Swimming may resume in the summer term.	1x1=1
5. Provision for meals and FSM				
Pupils eligible for free school meals do not continue to receive vouchers	• Issues with food poverty to be addressed through application to Early Help Hubs. • The school is tasked with ensuring that pupils eligible receive free meals when in school and when bubbles close the school will continue to provide vouchers/school meals for pupils who are eligible to receive when not in school. • School will continue to operate own foodbank.	Yes		1x1=1
The school is unable to provide breakfast clubs and after-school clubs	• Wrap-around provision to continue with class bubbles. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Consideration of use of space for food preparation and consumption.	Yes	Wrap around care has not closed during lockdown.	1x1=1
Meals are not available for all children in school	• Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. • Communication with catering provider to consider options. • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing.	Yes		1x1=1

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	• Consider lunchtimes in the classroom for younger year groups. • Usual considerations in place for dietary requirements.			

6. Safeguarding provision is to support returning children and increased referrals
Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	• 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 or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, BCT, 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 Lockdown procedures. • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency.	Yes		1x1=1
High risk of increased disclosures from returning pupils	• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. • Multi-agency arrangements in place to support early help. • School is aware of support through Early Help Hubs. • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team.	Yes		1x1=1
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	• Pastoral staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Pastoral 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. • Pastoral staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.	Yes	ZB to lead on provision.	1x1=1

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7.	Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting				
Pupils' behaviour on return to school does not comply with social distancing guidance	• Staff model social distancing consistently. • The movement of pupils around the school is minimised. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • The school's behaviour policy has been revised to include and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Messages to parents to reinforce the importance of and exhibit their social distancing.	Yes		Staff will go through behaviour expectations on the first day back.	1x2=2
8.	**Identify curriculum priorities including any approaches to 'catch up' support**				
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	• Gaps in learning and starting points are addressed in teachers' planning and assessed informally. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils. • Home (and remote learning) for groups and classes is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • For pupils in Key Stages 1 and 2, prioritise identifying gaps and re-establishing good progress in the essentials • Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. • Plans for intervention are in place for relevant pupils. • Ensure that SW and SFW are notified if vulnerable children are not attending school when not in an isolating bubble.	Yes			1x1=1
School unable to meet full provision required in line with EHCP	• Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering provision if necessary. These decisions should be considered on a case-by-case basis. • Access support through health and social care offer. • Support offered through regular meetings with LA SEND Links.	Yes			1x1=1

		Yes		1x1=1
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	• Access Oak Academy for online learning unless a bubble closure occurs. • Learning offer for pupils unable to access online resources, descried on website in the Covid-19 section. • Use of school computing resources available, organised by DHT and school office.	Yes		1x1=1
Pupils moving on to the next phase in their education are ill-prepared for transition	• Staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Video tours of the school are available for parents and pupils. • Induction days for pupils and parents are planned.	Yes		1x1=1
9. Content and timing of staff communications				
Staffing levels can't be maintained	• Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff. • Chair of responsible body kept informed throughout. • Support for mental health and wellbeing is communicated to all staff and they can access the Mental Health and Wellbeing website or contact Health and Wellbeing on 0121 303 3300.	Yes	SLT to be aware of mental health of school adults.	1x1=1
Identify staff unable to return to school	• Two staff clinically extremely vulnerable are unable to attend school but only one can work effectively from home, for example supporting remote education, or safeguarding calls.	Yes		1x1=1
Staff are insufficiently briefed on	• Staff receive weekly briefings on day to day school matters. • Flexible working patterns and arrangements if appropriate.	Yes		1x1=1

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expectations	• 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. • Staff have been fully briefed on the action planning for full opening. • Key guidelines issued to staff on safety measures like wearing masks, hand washing, numbers in communal areas and so on.			
10. Protective measures and hygiene				
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	• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • One-way systems are in operation where feasible. • One-way routes are clearly marked with appropriate signage. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Appropriate supervision levels are in place. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. • KS2 children to eat in classrooms. KS1/EYFS in the hall. • Key guidelines issued to staff on safety measures like wearing masks, hand washing, numbers in communal areas and so on. •	Yes		1x1=1
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	• Furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EY environment • Resources are arranged to be used within bubbles to limit the risk of cross contamination. • Arrangements are reviewed regularly. • Reducing clutter and removing difficult to clean items can make cleaning easier.	Yes		1x1=1

Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. • Key guidelines issued to staff on safety measures like wearing masks, hand washing, numbers in communal areas and so on.	Yes		1x1=1
Queues for toilets and handwashing risk non-compliance with social distancing measures	• Floor markings are in place to promote social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid congestion. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • Monitoring ensures a constant supply of soap and paper towels. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. • Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.	Yes		1x1=1
Impact of any new variants of the virus on the day to day running of the school	• The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. • Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. • BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19	Yes		1x1=1
11. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies				
Cleaning capacity is reduced so that cleaning of surfaces and touch points are not undertaken	• Cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways and	Yes		1x1=1

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to the standards required	handles. • Frequent cleaning of rooms / shared areas that are used by different groups. • Working hours for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient cleaning capacity.			
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	• Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. • Sufficient and suitable equipment is available for the required clean. • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if 2m from the child cannot be maintained.	Yes		1x1=1
12.	**Enhanced hygiene practical and arrangements for shared items.**			
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	• An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. • Posters reinforce the need to wash hands regularly and frequently, including on arrival at school. Handwashing for 20 seconds minimum encouraged. • Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England.	Yes	Cleaning items to be stored out of reach of children.	1x1=1
Inadequate supplies and resources mean that shared items are not cleaned	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery	Yes		1x1=1

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after each use	and other equipment where possible.			
	• Resources that are shared between classes or bubbles, such as music equipment, sports, outdoor playground equipment, art, computing equipment and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care.			
	• Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts.			
	• Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products.			
	• The governing board finance committee is aware of any additional financial commitments.			
13. School level response for symptomatic or ill pupils or staff members				
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed 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. • Letter sent home with all children and their siblings who need to be sent home to isolate due to a display of symptoms at school. Letter displayed on medical room wall. • Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Staff in primary schools will be supplied with LFD test kits to self-swab and test	Yes		1x1=1

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	themselves twice a week at home as per guidance. • 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 maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk*			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	• School's medical room/space has been assessed to ensure isolation is possible. • For very young children the medical room is available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • 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. • Isolated individuals should be in rooms where door can be closed (age permitting of child). • Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. • PPE instructions displayed on the medical room wall.	Yes	Roving first aid TAs instigated in order to attempt to kept medical room largely free in case of children with symptoms needing isolation.	1x1=1
14. Plan for personal protective equipment for staff				
Provision of PPE for staff where required is not in line with government guidelines	• Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing aerosol generating procedures (AGPs). • 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 have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good	Yes		1x1=1

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	handwashing. • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. • Seek LA support for emergency PPE stock.			
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	• 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. • Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs).	Yes		1x1=1
15. Managing premises related issues				
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including	Yes		1x1=1

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	contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Where BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building.			
Fire procedures are not appropriate to cover new arrangements	• Fire procedures have been kept under review. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill will be arranged before Easter.	Yes		1x1=1
Fire evacuation drills - unable to apply social distancing effectively	• Plans for fire evacuation drills are in place.	Yes		1x1=1
Fire marshals absent due to self-isolation	• An additional staff such as SLT and SBM in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	Yes		1x1=1
Statutory compliance has not been completed due to the availability of contractors during lockdown	• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date. • Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. • Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away • LA support is in place.	Yes	School not closed during lockdown.	1x1=1
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • The school's projected financial position has been shared with governors and LA.	Yes		1x1=1

16.	Impact on staff and pupils with protected characteristics and adapting your approach

Considerations
• Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease.
• There doesn't appear to be any difference 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.
• It is less clear cut for children who are living in households with other vulnerable adults or siblings, 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.

Further information on Government's vaccination plan can be found here: Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/

| **Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff** | • All members of staff and pupils with underlying health issues, those within vulnerable groups have been encouraged to make their condition or circumstances known to the school.
• Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.
• Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.
• Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.
• All staff who were clinically extremely vulnerable and received a letter should not | Yes | | 1x3=3 |

	attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. • Seek advice from Occupational Health Service if required.			
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus and the new variants	• No. of BAME staff - 5 • No. of BAME staff assessed as clinically extremely vulnerable and required to remain at home - 1 • No. of BAME staff able to return but requiring additional support -1 • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. • Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff.	Yes		1x2=2
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus and the new variants	• No of BAME pupils - 127 • No of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home - 0 • No of BAME pupils able to return but requiring additional support - 0 • There are enough numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures for drop off and pick up and behaviours are shared with parents. • Signpost parent/carers to published risk assessment.	Yes		1x2=2
Parents do not follow advice on	• Visitors (including parents/carers apart from drop off and pick up) to the school may be restricted to one area, and if possible, requested to not attend site	Yes		3x2=6

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social distancing when visiting the school	unless for an allocated appointment. • Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings. • Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>.			

17. Working with other school-based provision

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	• Staff have been continually updated on changes to operational procedure during the pandemic. • Pupils, parents and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance...	Yes		1x1=1
Risks are not comprehensively assessed in every area of the school	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place.	Yes		1x1=1

18. Home to School Transport

Urban Transport Group released a <u>briefing in May 2020</u> requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.
Keys points include:
- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on

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mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.

Consideration whilst using public transport	• People aged 11 and over must wear a face covering when travelling on public transport. • Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).	Yes		1x1=1
Pick up and drop off times	• School gates opened for 15 mins for a rolling start so parents can socially distance. Separate entrances for different year groups. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. • Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. • Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours. • Consider the use of simple signage to highlight playground guidance. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Pupils/staff must wash their hands/use hand sanitiser on arrival.	Yes		1x1=1
19. Contingency planning for local or national lockdown				
No plan in place if an outbreak or lockdown should occur	• Resourcing models are available should local or national lockdown be required (including partial or full closure). • Ensure communications are available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on action planning for local/bubble lockdown or outbreak. • Parents are informed of the school's procedures for local/bubble lockdown.	Yes		1x1=1

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• Preparation for learning continuity in the event of local or bubble lockdown
  o Blended learning offer will be available.
  o Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND</u>.
• Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home
• Consider impact of isolation for vulnerable children and ensure that SW/SFW are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate.		