



**COTTERIDGE PRIMARY SCHOOL
RISK ASSESSEMENT**

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	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	1x1=1	<ul style="list-style-type: none"> • Planning for full attendance of all year groups • Phased return arrangements in place for Reception and Nursery classes • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • No children remain shielded at home as of 20.7.20 • Requests for support for vulnerable families sent through Early Help Hubs • Readiness to implement Test and Trace 	Yes	Await any notifications of children who remain shielded at home	1x1=1
Number of staff available is lower than that required to teach classes in school)	1 x1 =1	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • Contingency planning with LA is in place and additional resource identified • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance 	Yes		1x1=1
Schools lose focus on continuing to apply in-year	1 x1 =1	<ul style="list-style-type: none"> • Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. 	Yes		1x1 =1

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admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> 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. (added in v2) 			
Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	1 x1 =1	<ul style="list-style-type: none"> Review EEE termly admissions process Funding questions are emailed to NEF@Birmingham.gov.uk (added in v2) Ensure key school contact and related resources in place Ensure parental declarations are completed and signed each term 	Yes		1 x1 =1
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	1 x 2 =2	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and specify entry/exit points and classroom use 440 maximum number of children and 52 staff can be accommodated in school on any given day with a teacher per 'bubble' 2 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). No unused classrooms can be utilised Engagement of appropriate services for families not engaging Curriculum leads in school meet regularly to review impact of plan 	Yes		1 x1 =1
Classroom and timetable arrangements do not allow for all pupils to attend in line with	1x1=1	<ul style="list-style-type: none"> Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. Classroom size and numbers reviewed through daily planning. 	Yes		1 x1 =1

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guidance		<ul style="list-style-type: none"> • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • Year groups stay together with their teachers and do not mix with other pupils. • In EYFS handwashing supervision is in place. (added in v2) • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Staffing arrangements for lunchtime also need to be considered. (added in v3) • KS2 children eating sandwiches to do so in their classrooms. 			
There is a need for additional space to allow for curriculum to be fully delivered	1 x1 =1	<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. • Make arrangements for use of alternative sites with support from the responsible body. Contact LA for support in risk assessing the use of and access to these sites before any implementation. • Large gatherings and assemblies prohibited as per DfE guidance. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing 	Yes	RA to be reviewed for use of Cotteridge Park	1 x1 =1

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3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	2x2 =4	<ul style="list-style-type: none"> • As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on arrangements testing for COVID-19 • Clarify arrangements for pick-up/drop-off, breaktimes • NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. 		COVID 19 section on website to be created.	1 x 1= 1
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2 x 2 =4	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy • Ensure contact details of families are up to date. 	Yes	Need to consider communications in a variety of languages.	2 x 1= 2

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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	1 x 1 = 1	<ul style="list-style-type: none"> • Refer to school's hygiene policies • Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk • Information about how to <u>connect families to local support is available here.</u> • No personal toys to be brought from home • 	Yes		1x1=1
4. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	2 x 2 = 4	<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. 	Yes		1x1=1

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Daily attendance registers for new cohorts are not in place	1x2=2	<ul style="list-style-type: none"> Class teachers responsible for completion of school daily attendance registers Headteacher responsible for completion of DfE daily submission (if applicable) Regular reporting and monitoring of attendance to responsible body and follow up with families factored into workload. 	Yes		1 x 1=1
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	1 x 3 = 3	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a regular basis via email, text and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and <u>flowchart from Public Health</u> Ensure contact details of families are up to date. 	Yes		1 x2 =2
5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools					
Pupils eligible for free school meals do not continue to receive vouchers	1 x2 =2	<ul style="list-style-type: none"> FSM Voucher scheme is continued for those not attending school due to shielding or contracting COVID-19 Issues with food poverty to be addressed through application to Early Help Hubs School will continue to operate own internal Foodbank. 	Yes		1 x1 =1
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	2 x 1 =2	<ul style="list-style-type: none"> Feasibility on continuation or reimplementing of wrap-around provision. Consideration of use of space for food preparation and consumption Communicate decisions to parents Seek support from LA and other voluntary agencies 	Yes		1 x1 =1

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Meals are not available for all children in school	1 x 2= 2	<ul style="list-style-type: none"> • Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Lunchtimes in the classroom for KS2 children eating sandwiches. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements 	Yes		1 x1=1
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer 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	1 x3 =3	<ul style="list-style-type: none"> • Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. Link added in v3. A new safeguarding model needs to be adopted from September 2020. 	Yes		1 x1 =1
High risk of	2 x 2 =4	<ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure 	Yes		1 x2 =2

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increased disclosures from returning pupils		<p>enough staff are available to deal with the potential increase in disclosures from pupils</p> <ul style="list-style-type: none"> Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 			
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	1 x 3 =3	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Yes	ZB to lead on this for consistency	1 x2 =2
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	1 x 3 =3	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice Staff model social distancing consistently. The movement of pupils around the school is minimised. 	Yes	<p>Virtual whole school assembly on 1st day for children in September.</p> <p>Updated behaviour policy to be circulated to parents and children.</p>	1 x 2 =2

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		<ul style="list-style-type: none"> • Large gatherings are avoided. • Break times and lunch times are structured and closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 			
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	3 x 1 =3	<ul style="list-style-type: none"> • Gaps in learning are assessed in teachers' planning. • Home (and remote learning if necessary) is continuing and is calibrated to complement in-school learning and address gaps identified. • Additional financial support has been made available to schools to address gaps in learning. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school 	Yes	School needs to identify any pupils not returning to school due to them being young carers	2 x 1 =2
School unable to meet full provision required in line with EHCP	1 x 1 =1	<ul style="list-style-type: none"> • Review individual pupil's EHCP to consider what can reasonably be provided whilst in school • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan 	Yes		1 x 1 =1

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		<ul style="list-style-type: none"> • Access support through health and social care offer • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service 			
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	1 x 1 =1	<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition 	Yes		1 x 1 =1
Pupils moving on to the next phase in their education are ill-prepared for transition	2 x 2 =4	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools,) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. 	Yes		2 x 1 =2
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	2 x 2 =4	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout 	Yes	All staff due back on 1 st September	2 x 2= 4

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Identify staff unable to return to school	1 x 1 =1	<ul style="list-style-type: none"> No staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls Identify specific activities for staff who are vulnerable/shielded 	Yes	As of 20.7.20 we understand that all staff will be returning to work on 1.9.20	1 x 1 = 1
Staff are insufficiently briefed on expectations	1 x 1 =1	<ul style="list-style-type: none"> Staff receive daily/weekly briefings on day to day school matters Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) Flexible working arrangements needed to support any changes to usual working patterns are agreed Staff workload expectations are clearly communicated Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 	Yes	SLT to monitor mental health of staff	1 x 1 =1
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break	2 x 2 =4	<ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible. 	Yes	Constant monitoring for effectiveness of measures	1 x 2 =2

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and lunch times		<ul style="list-style-type: none"> Where possible, pupils stay in classrooms and staff move around. NC children are organised in small groups with a key worker and move around with them. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. Agree how safety measures and messages will be implemented and displayed around school 			
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	3 x 1 = 3	<ul style="list-style-type: none"> Classroom base arrangements in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed in EY environment Resources are arranged to be used within bubbles/small groups only to limit the risk of cross contamination. Arrangements are reviewed regularly. 	Yes		2 x 1 =2
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	2 x 2 = 4	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services 	Yes		2 x 2 =4
Queues for toilets and handwashing risk non-compliance with social distancing measures	2 x 2 =4	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to promote social distancing. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently to take account for the number 	Yes	New portable sink units purchased for 4T classroom, Learning Den and Cotteridge Cabin. Foot operated hand	1 x 2 = 2

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		of pupils accessing the facilities. <ul style="list-style-type: none"> Monitoring ensures a constant supply of soap and paper towels. Foot operated lidded bins are emptied twice daily. 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. 		sanitiser in main office area.	
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	1 x 3 = 3	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. Enhanced 'deep clean' to take place prior to the wider opening of the school. An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces More frequent cleaning of rooms / shared areas that are used by different groups Working hours for cleaning staff are increased in agreement with staff. Toilets to be cleaned every morning break, lunchtime and at the end of the school day. Outdoor playground equipment to be cleaned daily. Seek LA support to manage insufficient capacity 	Yes	Play equipment to be sprayed / disinfected daily by Site Manager Toilets to be cleaned twice during each school day and then after school. Deep clean planned before school reopens in September.	1 x 2 =2
Procedures are not in place for Covid-19 clean following a suspected or	2 x 3 = 6	<ul style="list-style-type: none"> 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 	Yes		1 x 3 =3

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confirmed case at school		symptomatic person has been in contact <ul style="list-style-type: none"> • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. . (added in v3) • For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained. 			
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	1 x 1 =1	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3) • Posters reinforce the need to wash hands regularly and frequently, including on arrival at school. • Reinforce 'catch it, kill it, bin it' message 	Yes	3 portable sink units are to be installed into 4T classroom, Cleaning Den and Cotteridge Cabin.	1 x 1 =1
Inadequate supplies and resources mean that shared items are not cleaned after each use	2 x 2 =4	<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • All children from Year 1 upwards to receive individual stationery 	Yes	All classrooms to have cleaning products – must be stored where they are not accessible to children.	1 x 1 =1

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		packs to prevent the sharing of stationery and other equipment. <ul style="list-style-type: none"> Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products The governing board finance committee is aware of any additional financial commitments 			
13. School level response should someone fall ill on site in line with govt guidance					
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	2 x 2 =4	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. Staff are aware of the location of the emergency PPE pack. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97 	Yes		1 x 2 =2

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		<p><u>m2l</u> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.</p> <ul style="list-style-type: none"> Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> 			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	1 x 2 =2	<ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 	Yes	<p>New medical room is in operation.</p> <p>Any individuals with suspected COVID-19 symptoms to stay in disabled toilet area, where there is a changing bed, until parents or carers collect them.</p>	1 x 2 =2
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					

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
Provision of PPE for staff where required is not in line with government guidelines	1 x 2 =2	<ul style="list-style-type: none"> • Government guidance on wearing PPE is understood and communicated • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 	Yes	Constant checking of PPE stock required	1 x 2 =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	1 x 3 =3	<ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	Yes		1 x 2 =2
15. Managing premises related issues					

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
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	2 x 2 =4	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). • Premises governing board committee is aware of planned works and associated risk assessments • Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building 	Yes	All contracted work is to take place during summer holidays where possible or outside of school hours.	2 x 1 =2
Fire procedures are not appropriate to cover new arrangements	1 x 2 =2	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Reduced numbers of pupils/staff ○ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes ○ Social distancing rules during evacuation and at muster points 	Yes	Review of muster point	1 x 2 =2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		<ul style="list-style-type: none"> ○ Possible need for additional muster point(s) to enable social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan. 			
Fire evacuation drills - unable to apply social distancing effectively	1 x 1 =1	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 	Yes	Fire drill to take place during 1 st few weeks in September	1 x 1 =1
Fire marshals absent due to self-isolation	1 x 1 =1	<ul style="list-style-type: none"> • An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required. 	Yes	We have all TAs trained as Fire Marshalls	1 x 1 =1
Statutory compliance has not been completed due to the availability of contractors during lockdown	1 x 1=1	<ul style="list-style-type: none"> • All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. • LA support is in place 	Yes	School has never closed during lockdown so all statutory compliances have been completed and will be continued.	1 x 1 =1
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	1 x 1 =1	<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support 	Yes	Any additional funding streams will be explored and applied for.	1 x 1 =1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		sustainability			
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
<p>Considerations</p> <ul style="list-style-type: none"> Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. 					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff,	1 x 3 =3	<ul style="list-style-type: none"> 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, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3) 	Yes		1 x 3 =3

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
and those who are shielding		<ul style="list-style-type: none"> Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. Current government guidance is being applied. Consider advice from Public Health England regarding BAME staff in section above. Seek advice from Occupational Health Service 			
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	1 x 1 =1	<ul style="list-style-type: none"> No. of BAME staff - 5 No. of BAME staff risk assessed and requiring to remain shielded at home - 0 No. of BAME staff able to return but requiring additional support - 2 Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	Yes		1 x 1 =1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	1 x 2 =2	<ul style="list-style-type: none"> No of BAME pupils 127 No of BAME pupils risk assessed and requiring to remain shielded at home – none at present 20.7.20 No of BAME pupils able to return but requiring additional support – none at present 20.7.20 There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 	Yes		1 x 2 =2
Parents do not follow advice on social distancing when visiting the school	3 x 2 = 6	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers <p>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p>	Yes		2 x 1 =2
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current	1 x 1=1	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from 	Yes		1 x 1 =1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
circumstances		September 2020. Link added in v3.			
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	1 x 2 =2	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ Different areas of the school including any Early Years and Resource Base provision ○ When pupils enter and leave school ○ During movement around school ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Yes		1 x 1 =1
18. Home to School Transport					
<p>Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> • Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. • As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools. • In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</p>					

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Pick up and drop off times	1 x 2 =2	<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➤ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i> ➤ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i> ➤ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i> ➤ <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i> In addition: <ul style="list-style-type: none"> • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings • Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. 	Yes		1 x 1 =1
Children arriving late as a result of journey to school	1 x 1 =1	<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➤ <i>Children, young people and parents are encouraged to walk or cycle where possible</i> ➤ <i>ensure parents and young people are aware of</i> 	Yes		1 x 1 =1

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		<p><i>recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i></p> <ul style="list-style-type: none"> ➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i> <p>In addition:</p> <ul style="list-style-type: none"> • Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • For further information and guidance regarding any of the above points see: • www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information 			

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		regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk			
19. Contingency planning for local lockdown					
No plan in place if a local lockdown should occur	2 x 2 = 4	<ul style="list-style-type: none"> Updated school Business Continuity Plan Proposed resourcing model should lockdown and partial or full closure be required Arrange for communications to be available in readiness for release to staff and families. Blended learning offer to support continued delivery. Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Resumption of original Risk Assessment to consider phased opening as appropriate 	No	To be discussed and reviewed Sept 2020.	2 x 2 =4