

RISK Assessment September 2020

This Risk Assessment has been completed using the BCC Model Risk Assessment tool and associated guidance.

It will be reviewed weekly.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). A risk assessment should be updated and revisited regularly.

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

Likelihood - For each issue/situation, determine the likelihood it will occur.

Severity (outcome) - **determine** the potential injury/health.

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)			

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be 3 x 1 = 3. This would mean the risk is low and arrangement would be adequate.

Example as follows:

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: Slips, trips and falls <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause</i>	<ul style="list-style-type: none"> <i>Cleaning regime in place.</i> <i>Correct safe substance used for surfaces.</i> <i>Signage available.</i> <i>Cleaners have received training.</i> <i>Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.</i> 	Y	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	3x1=3 Low

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Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
persons to fall over injuring themselves with multiple injuries.	<ul style="list-style-type: none"> Undertake specific risk assessment on snow and ice. Remove all trailing cables in admin office. 			

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.					
Lack of certainty over returning numbers	2x2=4	<ul style="list-style-type: none"> Planning for full attendance of all year groups Phased return arrangements in place for year groups / pupils Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 XXX number of children remain at home on medical grounds Requests for support for vulnerable families sent through Early Help Hubs Any specialist equipment required is returned to school/additional equipment made available to support return Home to school transport in place where required Readiness to implement Test and Trace as set out in section 7 the latest guidance. 	Yes	<ul style="list-style-type: none"> Comms w/c August 30th to parents/carers not planning to send students back to school with support / risk assessment / referrals for those anxious / clinically vulnerable All plans predicated on a full return Test and trace processes in place with staff training 2/9 	1 x 2 = 2
Number of staff available is lower than that required to teach classes in school (cross reference with risk assessment on staff health and wellbeing)	3 x 3 = 9	<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 (DSL, SENCO, 1st Aider , 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 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. 	Yes	<ul style="list-style-type: none"> Consultation with TAs and pastoral staff re supervision of classes in event of staff absence Risk assessments for CV and CEV staff Additional cover supervisor to be deployed if needed Guidance on social distancing for staff in place 	2 x 3 = 6

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		<ul style="list-style-type: none"> 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 Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m) To minimise the numbers of temporary staff entering the school premises, long-term supply is secured when necessary. Appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. 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 		<ul style="list-style-type: none"> Staff advised on availability of testing in line with guidance Year group bubbles are in place with reduced student groupings to reduce risk Critical staffing numbers for full operations to be confirmed and safe operating levels with risk strategy to be ready for 14/9 Guidance on work expectations for staff who are self-isolating to be confirmed 	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	1 x 3 = 3	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. <u>(added in v2)</u> At risk pupils are identified, 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	<ul style="list-style-type: none"> All admissions processes are functioning as required. 	1 x 3 = 3
2.					
Plans are not in place to identify number of classrooms and	1 x 3 = 3	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and specify entry/exit points and classroom use 	Yes	There are no surplus classrooms suitable for a whole class under our Hub model	1 x 3 = 3



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<p>additional furniture or social distancing measures for each year group</p>		<ul style="list-style-type: none"> • 1150 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • All designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Furniture items arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan 			
<p>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</p>	<p>2 x 3 = 6</p>	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. • Classroom size and numbers reviewed through daily planning. • Classrooms re-modelled and space maximised, 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. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual. • Consideration of staffing changes to cover absence. • Encourage use of outdoor space, weather dependent • 3 different lunch times to maintain year group bubbles. • Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. 	<p>Yes</p>	<ul style="list-style-type: none"> • Communicate mixed gender toilets in yr10 w/c Sept 1st. • Movement reduced to a minimum for maintaining KS4 options. 	<p>1 x 3 = 3</p>



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<p>There is a need for review use of space to allow for the school to fully operational</p>	<p>1 x 4 = 4</p>	<ul style="list-style-type: none"> 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. Design layout and arrangements in place to enable social distancing 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. 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 Annex B of the guidance. Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. 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. See guidance on phased return of sports. Encouraging audiences to events to undertake safety measures and maintain social distancing. 	<p>Yes</p>	<p>Confirmation of arrangements and risk assessments for music and PE</p>	<p>1 x 3 = 3</p>
<p>3.</p>					
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>2 x 3 = 6</p>	<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. Parent and pupil handbooks created reflecting changes to usual school policy Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. 	<p>Yes</p>	<p>Updated parent/carers handbook and advice</p> <p>Risk assessments for students with EHCP finalised for 7/9</p>	<p>1 x 2 = 2</p>



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		<ul style="list-style-type: none"> Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. 			
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2 x 3 = 6	<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. 	Partial	Parent/carer handbook and website updated for 7/9. Staff training completed 2/9 Data check to be prioritised w/c 13/9	1 x 2 = 2
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	2 x 3 = 6	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection. Uniforms do not need to be cleaned any more often than or differently to usual. Refer to school's hygiene policies Accessing the learning available from DfE: Clarity around attendance expectations; 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 connect families to local support is available here. 	Yes	Parent carer communications clarify expectations w/c 1/9	1 x 2 = 2
5.					
The start and end of the school day create risks of breaching social distancing guidelines	2 x 3 = 6	<ul style="list-style-type: none"> Start and departure times are spaced The number of entrances and exits to be used is maximised; two year groups enter through 3 access points. 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. 	Yes	Spacing rather than staggering for school start and finish is being used. Guidance on drop off and pick up to be included in parent/carer comms.	1 x 3 = 3



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		<ul style="list-style-type: none"> • 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. 			
Daily attendance registers for new cohorts are not in place	1 x 3 = 3	<ul style="list-style-type: none"> • SGI responsible for completion of school daily attendance registers • MSH 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	Additional attendance officer to be recruited if needed	1 x 3 = 3
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2 x 4 = 8	<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 and flowchart from Public Health • Ensure contact details of families are up to date. 	Yes	Staff handbook guidance and training 2/9	1 x 3 = 3
Resumption of day visits	1 x 4 = 4	<ul style="list-style-type: none"> • In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). <ul style="list-style-type: none"> ○ Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. ○ Use of outdoor spaces in the local area to support delivery of the curriculum. ○ Usual full and thorough risk assessments in relation to all educational visits. ○ Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 	Yes	Day visits to be restricted until new operating routines are secure	1 x 3 = 3

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6.					
Pupils eligible for free school meals do not continue to receive vouchers	3 x 4 = 12	<ul style="list-style-type: none"> FSM Voucher scheme has been discontinued and catering provider will deliver FSM to eligible families where students are not attending due to self-isolation / reduced school offer Issues with food poverty to be addressed through application to Early Help Hubs 	Partial	Arrangements for FSM delivery to be confirmed for those children not attending school and/or in event of rotas / school closure	2 x 3 = 6
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	1 x 3 = 3	<ul style="list-style-type: none"> Extra-curricular provision after school to be considered from 15/9 subject to risk assessments. In the event clubs are restarted: Consistent groups within bubbles wherever possible Records maintained for 21 days of all students attending clubs along with staffing Breakfast available daily with zoned areas for year groups 	Yes	<ul style="list-style-type: none"> Confirm availability of breakfast and suspension of clubs based on current risk assessments Communicate decisions to parents 	1 x 1 = 1
Meals are not available for all children in school	1 x 3 = 3	<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 Split lunchtimes to align with year group bubbles. Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. Consider lunchtimes in the classroom for younger year groups. Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	Yes		1 x 2 = 2
8.					



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<p>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</p>	<p>2 x 3 = 6</p>	<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy. Link added in v3. A new safeguarding model needs to be adopted from September 2020. 	<p>Partial</p>	<p>Review critical incident and lockdown procedures for new Hubs</p> <p>Fire evacuation drill planned before 14/9</p>	<p>1 x 3 = 3</p>
<p>High risk of increased disclosures from returning pupils</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	<p>Yes</p>	<p>Expected volume is high on top of an already increased caseload which will stretch resources: deployment of PSWs to mitigate</p>	<p>2 x 3 = 6</p>
<p>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</p>	<p>1 x 3 = 3</p>	<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. 	<p>Yes</p>	<p>You've been missed materials to be collected and displayed</p> <p>Staff training 2/9 on supporting student on return to school</p>	<p>1 x 3 = 3</p>

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		<ul style="list-style-type: none"> 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. 			
9.					
Pupils' behaviour on return to school does not comply with social distancing guidance	3 x 3 = 9	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. Staff model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Brunch is 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, and a focus on reintegration and re-engagement with support for pupils to do so. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents to reinforce the importance of and exhibit social distancing. 	Yes	<p>Behaviour policy updated and communicated to parents</p> <p>Staff Handbook and training specify social distancing expectations, robustly monitored</p>	2 x 1 = 2
10.					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	4 x 3 = 12	<ul style="list-style-type: none"> Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on full secondary curriculum For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum. Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. 	Partial	<p>Staff training and preparation for curriculum adaptations is in place. RHE policy consulted and to be implemented from 7/9/20</p> <p>Proposals for use of catch up funding will be determined by 1/10</p> <p>ICT poverty remains a barrier, programme in place but funding remains a challenge</p>	2 x 2 = 4



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		<ul style="list-style-type: none"> Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations. Relationships sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. 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 and are supported through home learning School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school 			
School unable to meet full provision required in line with EHCP	4 x 3 = 12	<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. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. Access support through health and social care offer Support offered through regular meetings with LA SEND Links 	Yes	Further clarification needed on 2 EHCP students, with confirmed for special school provision to be resolved	2 x 3 = 6
Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend	3 x 3 = 9	<ul style="list-style-type: none"> Access BEP offer for online resources 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 Implement rapid ICT Poverty Plan 	Partial	Roll out lap top provision and purchase offer Identify numbers who cannot attend school and devise curriculum plan	2 x 3 = 6



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school, as well as those that continue to be out of school					
Pupils moving on to the next phase in their education are ill-prepared for transition	1 x 2 = 2	<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. post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. Virtual tours of the school are available for parents and pupils. Online induction days for pupils and parents are planned. 	Yes		1 x 1 = 1
11.					
Staffing levels can't be maintained	3 x 3 = 9	<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	Confirm contacts with supply agencies in event of additional resource requirements/	2 x 3 = 6
Identify staff unable to return to school	2 x 3 = 6	<ul style="list-style-type: none"> Measures in place are in line with Government advice: all staff in work who are vulnerable are offered risk assessment. Associate staff who are clinically extremely vulnerable and may fulfil their role working remotely may be offered working from home. 	Yes	No staff are shielding, in line with Govt Guidance. Risk Assessments to be carried out with all CV and CEV staff w/c Sept 1 st	1 x 3 = 3
Staff are insufficiently briefed on expectations	2 x 3 = 6	<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 measures are 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 	Partial	Local Lockdown planning to be shared and school contingency plan for local restrictions to be shared w/c Sept 7 th Training Sept 2 nd and staff handbook clarify workload	1 x 2 = 2

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		<ul style="list-style-type: none"> • 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 local/bubble lockdown (Please also see Section 19) 		<p>expectations and promote well-being.</p> <p>Health and well-being policy to be written and in place for 1/10, staff encouraged to access support.</p>	
12.					
<p>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</p>	2 x 3 = 6	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. The risk of unsupervised students is managed through a careful rota • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Safety measures and messages agreed and displayed around school 	Yes	<p>Plan for supervision of classes that do not move at changeovers to be devised</p> <p>Science labs are decommissioned as science labs to be used as general classrooms, with additional safety measures / briefing for all staff teaching on those rooms.</p>	1 x 3 = 3
<p>The size and configuration of classrooms and teaching spaces does not support compliance with</p>	1 x 3 = 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 i.e. 2m for teachers 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. 	Yes	<p>Note: staff can remain at 2m distance from students and other staff, this is not the case for students who will be sitting at normal desks as required by government guidance for a full return</p>	1 x 3 = 3

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social distancing measures		<ul style="list-style-type: none"> Resources are arranged to be used within bubbles to limit the risk of cross contamination. Arrangements are reviewed regularly. 			
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	3 x 3 = 9	<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 A meetings protocol is in place to ensure social distancing by staff at all times 	Yes	Guidelines in place for use of office space and reducing visits / meetings. Masks to be worn when 2m cannot be maintained	1 x 3 = 3
Queues for toilets and handwashing risk non-compliance with social distancing measures	2 x 3 = 6	<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 and staff know that they can only use the toilet one at a time and enough time is allowed to do so. Pupils are allowed to access the toilet during class/throughout the day but encouraged to use the toilets at lunch time, with strict supervision The toilets are cleaned frequently to take account for the number of pupils accessing the facilities - after Brunch and at the end of the school day. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly for example brunch and the end of the school day, or other transition periods. Pupils are reminded regularly on how to wash hands. Children are encouraged not to touch peers. Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas, all classrooms, all staff and entry and exit points. Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England – posters are displayed in all classrooms 	Partial	Toilet visits by students to be recorded in class charts	1 x 3 = 3
13.					



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<p>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</p>	<p>2 x 3 = 6</p>	<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 or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned every brunch and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 	<p>Yes</p>		<p>1 x 3 = 3</p>
<p>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</p>	<p>1 x 4 = 4</p>	<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 symptomatic person has been in contact • Sufficient and suitable equipment is available for the required clean • Adequate waste disposal arrangements are in place to dispose of contaminated equipment • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. . (added in v3) 	<p>Yes</p>		<p>1 x 4 = 4</p>
<p>14.</p>					
<p>Inadequate supplies of soap and hand</p>	<p>2 x 3 = 6</p>	<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. 	<p>Yes</p>	<p>PHE flowchart shared on training day and PHE posters displayed in classrooms</p>	<p>1 x 3 = 3</p>



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<p>sanitiser mean that regular hand washing routines cannot be established</p>		<ul style="list-style-type: none"> 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 and electronic messaging boards 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 <u>e-bug</u> learning from Public Health England. Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 			
<p>Inadequate supplies and resources mean that shared items are not cleaned after each use</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art 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. 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 	<p>Yes</p>	<p>All procedures reviewed to eliminate sharing of resources that have not been cleaned</p>	<p>1 x 3 = 3</p>
<p>15.</p>					
<p>Staff, pupils and parents are not aware of the school's procedures</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. 	<p>Partial</p>	<p>Comms for students, parents and carers & Governors w/c 1/9</p>	<p>1 x 3 = 3</p>



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<p>(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</p>		<ul style="list-style-type: none"> • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l or by telephone to 0344 225 3560 (opt 0 opt 2). Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested • Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. • <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 		<p>RIDDOR reporting requirements to be confirmed 2/9</p>	
<p>Arrangements to isolate individuals displaying symptoms of</p>	<p>3 x 4 = 12</p>	<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. 	<p>Yes</p>	<p>Office moves and configuration of additional medical spaces will be completed for 7/9. Procedures are in place for</p>	<p>1 x 3 = 3</p>



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<p>COVID-19 are not in place</p>		<ul style="list-style-type: none"> 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) and with windows for ventilation. PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings 		<p>managing symptomatic staff / students</p>	
<p>16.</p>					
<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>2 x 4 = 8</p>	<ul style="list-style-type: none"> 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. 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 	<p>Yes</p>		<p>1 x 3 = 3</p>



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<p>PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</p>	<p>1 x 3 = 3</p>	<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school's usual suppliers Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	<p>Yes</p>		<p>1 x 3 = 3</p>
<p>17.</p>					
<p>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>	<p>2 x 4 = 8</p>	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. Assurances have been sought from the contractors that they are familiar with the <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 considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. Premises governing board committee is aware of planned works and associated risk assessments 	<p>Yes</p>	<p>Increased monitoring of social distancing of contractors on site will be in place from 2/9</p>	<p>1 x 3 = 3</p>



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		<ul style="list-style-type: none"> 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 			
Fire procedures are not appropriate to cover new arrangements	1 x 4 = 4	<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 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. 	Partial	<p>Staff to be updated on training days</p> <p>Fire drill planned w/c Sept 15th</p>	1 x 3 = 3
Fire evacuation drills - unable to apply social distancing effectively	2 x 3 = 6	<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	<p>Student drills will be arranged w/c 14/9 to ensure all students know what is expected</p>	1 x 3 = 3
Fire marshals absent due to self-isolation	2 x 2 = 4	<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. 	Partial	<p>Fire marshall rota to be updated for 7/9</p>	1 x 2 = 2
Statutory compliance has not been completed due to the availability of contractors during lockdown	1 x 3 = 3	<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		1 x 3 = 3
The costs of additional measures and	2 x 2 = 4	<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. 	Partial	<p>COVID costs forecast, budget is tight and additional</p>	1 x 3 = 3

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<p>enhanced services to address COVID-19 when reopening puts the school in financial difficulty</p>		<ul style="list-style-type: none"> • 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. 		<p>COVID funding will mitigate potential overspend</p>	
<p>18.</p>					
<p>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</p>	<p>2 x 4 = 8</p>	<ul style="list-style-type: none"> • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who were 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. • 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 advising them to shield are now advised that they can return to work from 1 August if they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in 	<p>Partial</p>	<p>Shielding arrangements are suspended according to Government advice. Risk assessments are being revised for vulnerable staff. Work will continue with families reluctant to send their children back – there is a high risk of this</p>	<p>1 x 4</p>



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		<p>the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</u></p> <ul style="list-style-type: none"> • 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 3 = 3	<ul style="list-style-type: none"> • No. of BAME staff: 16 • No. of BAME staff risk assessed • 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	BAME staff voice and risk assessment offer is in place.	1 x 3 = 3
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	4 x 3 = 12	<ul style="list-style-type: none"> • No of BAME pupils : • No of BAME pupils risk assessed • 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 • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided. 	No	Work is needed to establish communication with BAME families in relation to risk management and support	3 x 3 = 9
Parents do not follow advice on social distancing when visiting the school	3 x 3 = 9	<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers • Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings 	Yes	Parent/carer comms for 7/9	1 x 2 = 2



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19.					
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	3 x 4 = 12	<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 will be adopted from September 2020. 	Partial	Final reviews of relevant policies are to be completed w/c Sept 7th	1 x 3 = 3
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,	2 x 4 = 8	<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 When pupils enter and leave school During movement around school During brunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Partial	Wider training on risk assessments to be cascaded & reinforced over time	2 x 2 = 4
20.					
Pick up and drop off times	3 x 3 = 9	<ul style="list-style-type: none"> As per <u>Government guidance</u>: <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> 	Yes	<p>Guidance to parents to go out w/c Sept 1st.</p> <p>Assistance from enforcement may be needed given lack of school car park during build project</p>	2 x 3 = 6

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		<ul style="list-style-type: none"> • <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 spaced arrival and departure times), including discussing whether training would be helpful</i> <p>In addition:</p> <ul style="list-style-type: none"> • <i>Space start and finish times to ease pavement congestion</i> • <i>Use simple signage to highlight the need for social distancing: stickers or simple spray, tape or chalk markings.</i> • <i>Consideration of emergency school streets measures as identified in the Emergency Birmingham Transport Plan including Car Free School Streets, parking restrictions and reducing speed limits.</i> • <i>Put into a place determined entrance and exits for classrooms and areas of the school.</i> • <i>Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</i> • <i>Guidance to parents and carers on safe drop off and collect</i> 			
<p>Children arriving late as a result of journey to school</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> • As per Government guidance: <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 recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</i> ➢ <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"> • <i>Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially</i> 	<p>Partial</p>	<p>Advice and guidance to students as part of L4L – vast majority of students walk to school.</p> <p>Further consideration to be given to providing secure bike shelters</p>	<p>2 x 2 = 4</p>



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		<p>distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.</p> <ul style="list-style-type: none"> • 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 regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk 			
<p>Travel anxiety for new starters to secondary school</p>	<p>3 x 2 = 6</p>	<ul style="list-style-type: none"> • West Midlands Police resources to help students feel confident to travel and how to behave responsibly and safely while travelling to and from school are used. The resources can be covered in class or as an independent activity for students to complete at home. All are available via this link. • For reassurance/advice on using public transport and what it looks like to travel please find links below to three short 	<p>Partial</p>	<p>To be added to induction advice</p>	<p>1 x 2 = 2</p>



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		<p>YouTube films covering bus, tram and train journeys:</p> <p>Travelling Safely on bus (social distancing)</p> <p>Travelling Safely on Metro (social distancing)</p> <p>Getting through train stations (social distancing)</p>				
21.						2
<p>No plan in place if an outbreak or local lockdown should occur</p>	<p>3 x 3 = 9</p>	<ul style="list-style-type: none"> • School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. • Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> ○ 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. Consideration of remote learning for young pupils or those with SEND. <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> • Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4 <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <ul style="list-style-type: none"> • Information and guidance have been shared to support parents and carers of children who are learning at home <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <ul style="list-style-type: none"> • Resumption of original Risk Assessment to consider phased opening as appropriate 	<p>Partial</p>	<p>Contingency plan to be revised and updated in line with August 28th guidance, deadline 14/9</p> <p>To be communicated to parents and carers</p> <p>Face coverings recommended and provided for use in all communal spaces.</p>	<p>1 x 3 = 3</p>	



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		<ul style="list-style-type: none"> • Parents have been informed of the school's procedures for local/bubble lockdown • Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020 • In local lockdown areas children in Y7 and above should wear face coverings in communal spaces. Consider use of face coverings for pupils outside of local lockdown areas if appropriate. 			
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