

Introduction

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

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

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

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.

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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 $3 \times 1 = 3$. 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 persons to fall over injuring themselves with multiple injuries.</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> <i>Undertake specific risk assessment on snow and ice.</i> <i>Remove all trailing cables in admin office.</i> 	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	3x1=3 Low

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

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	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>
Governance	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>There are also useful prompts and guidance in the following document: https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx</p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p>

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					
Unable to assess likely numbers of pupils returning	MED	Identify numbers of pupils likely to return: <ul style="list-style-type: none"> • 188 requests from parents • 17 children in nursery /class • 20 children in reception • 40 children in year 1 • 48 children in year 6 • 63 critical worker children UPDATE 2.6.20 N – 8 critical workers and 9 wider opening R – 15 critical workers and 10 wider opening Y1 - 22 critical workers Y2 - 20 critical workers Y3 - 15 critical workers Y4 - 18 critical workers Y5 - 14 critical workers Y6 - 13 critical workers	Yes	Year grps N,R,1,6 190/229 replies received 125 responses yes 54% 46% No Key workers in Y2,3,4,5 207/240 replies received 98 Key workers, 63 require a place Need to follow up key workers from N,Rec & Y1 – done 2.6.2020 Risk assessment and capacity and invitations issued on responses	LOW
Unable to assess required staffing resource <i>(cross reference with risk assessment on staff health and wellbeing)</i>	MED	Identify numbers and roles of staff required to support return: <ul style="list-style-type: none"> • Early Years – Manager/EY practitioners/DSL/SENCO/Paediatric 1st Aid where children are attending under 2 years/ 1st Aider and/or for emergency 1st aid for children 3-5 years (appropriately qualified and ratios applied as per EYFS requirements)/ • Domestic/kitchen staff etc • 16 children in nursery class 2 groups + 1 additional = 3 staff • 20 children in reception = 2 groups + TA = 3 staff 	Yes	All required staff to ensure safe working practices are available. DSL/SENDCO/Paediatric etc. Not enough available staff to accommodate all request for return. Key worker children to be given priority.	MED

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Updated 4.6.20

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		<ul style="list-style-type: none"> • 40 children in year 1 = 4 groups = 4 staff • 48 children in year 6 = 4 staff • 63 critical worker children, in 4 year groups = 7 staff <p>Update 2.6.2020 Based on Critical worker response – see above numbers</p>		<p>Capacity to be left available if possible. Waiting list to be opened if we have additional requests from key workers.</p> <p>Staffing allocation completed 2.6.2020. 1 teacher or job share per 'bubble' . 1 additional staff for lunchtime cover. 1 teacher allocated as lead practitioner with TA in charge of a group, where necessary. group.</p>	
Number of staff available is lower than that required to teach classes in school and operate effective home learning or meet the required ratios as required by EYFS	MED	<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating or shielding but who are well enough to plan 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. • Consideration of available testing for school staff is updated according to latest government advice 	Yes	4 Teachers 3 TAs 2 lunchtime 1 cleaning = critically vulnerable 5 Teachers, 6 TAs, 1 admin with potential childcare issues Effective home learning is possible due to current staff who are required to work from home. Staff available to work can provide the required staff:child ratios to	MED

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				utilise the available classrooms If we have staff illness we will need to close a bubble – no additional staffing available	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	LOW	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. 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. 		No spaces in year groups at present Waiting list looked at and admissions criteria applied if/when a place becomes available	LOW
Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	LOW	<ul style="list-style-type: none"> Review EEE termly admissions process Ensure key school contact and related resources in place Ensure parental declarations are completed and signed each term 		Admissions process continues to be followed, places offered etc	LOW
2. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance					
Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group	LOW	<ul style="list-style-type: none"> SLT and site management team meeting to review school site and assess classroom capacity. Entry/exit points identified – all classrooms open onto the exterior of the school building. There are 14 classrooms plus nursery. Maximum number of available staff is 14, plus nursery. All classrooms being utilised for each year group 	YES	Entrance/Exit , 1 way system and drop off/waiting zones clearly identified. Year 6 children are unable to return at this stage. Update 2.6.2020, year 1	LOW

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		<ul style="list-style-type: none"> • There are no unused classrooms that could be utilised • A total of 17 classrooms are required to accommodate all returning children. • Classrooms have been measured with maximum capacity identified. Classrooms are of different sizes. 'Bubbles' of returning children will be allocated to a classroom to accommodate – as much as possible, the same year group. 		children are not able to return due to number of critical worker children across school. Children will be in year groups with their peers.	
Classroom arrangements do not currently allow for adequate social distancing	MED	<ul style="list-style-type: none"> • Agreed new timetable and confirmed arrangements for each year group. • Arrangements in place to support pupils when not at school with remote learning at home. • Classroom size and numbers reviewed through daily planning • Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) • Classrooms re-modelled, with chairs and desks in place to allow for social distancing. • Spare chairs removed from desks so they cannot be used. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone • Classes stay together with their teacher and do not mix with other pupils. • The EYFS environment is re-organised to meet requirements of social distancing • Children in EYFS are organised into small groups with a key worker and do not mix with other children or other small groups 	YES	Detailed plan for return Children split into bubbles with 1 teacher Environment to be remodelled with all staff in w.b. 1.6.20 Foxes centre to be deep cleaned Friday 12.6.2020. Classroom to be set up Friday pm for reception class bubble. Home learning to continue – staff designated to this role Letter sent to parents 21.5.20 Individual invitations to be sent w.b. 1.6.20 Responses received by midday 5.6.2020	LOW

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				Additional hand washing to be purchased for children in year 1. Installed 4.6.2020	
Appropriate planning for the use of alternative spaces not currently in place to meet shortfall	LOW	<ul style="list-style-type: none"> • Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. • Identify reasons for large space use • Large gatherings prohibited. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing 	Yes	Detailed plan determined by SLT. Large spaces ie halls are not to be used Large gatherings inside school will not happen due to 'bubbles' Staggered drop off and pick up and designated drop off and waiting zones to deter large gatherings Halls used a storage of excess classroom furniture.	LOW
3. Prioritising provision					

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Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning year groups not in place	MED	<ul style="list-style-type: none"> Review numbers of children returning according to status and year group (as per 1.1) Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. Pastoral and SEND support is deployed wherever possible to support prioritised pupils. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. A plan is in place for the phasing in of the other cohorts. 	Yes	<p>See 1.1 Key worker spaces offered in Y2.3.4.5 as priority N, Rec and Y1 will return</p> <p>Update 2.6.2020 critical worker survey identified extra capacity needed across school. GB decision 2.6.2020 to not open more widely for year 1 children – due to capacity limits.</p> <p>Detailed plan by Inclusion Manager to identify which bubbles need TA support</p> <p>Vulnerable and disadvantaged children encouraged to attend.</p> <p>No plan to phase in other cohorts.</p>	LOW

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Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.	MED	<ul style="list-style-type: none"> Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion Put in place provision for the return of pupils with SEND in conjunction with families Bring any support requests to weekly LA SEND Panel Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Requests for support for vulnerable families sent through Early Help Hubs LA support for individual or complex cases NS/NC bring any support requests to weekly LA ISEY Panel 	Yes	<p>Low numbers of vulnerable and disadvantaged pupils</p> <p>Inclusion manager in discussions with outside agencies</p> <p>Texts suggested for staff to use with children (and as home learning) to open up opportunities to address worries</p> <p>All staff to be offered bereavement training</p> <p>Jolly Jungle provision will not be available</p>	LOW
4. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	LOW	<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 	YES	<p>Detailed letter sent 22.5.20</p> <p>Home school agreement in place</p> <p>Covid 19 section to be set up on website</p> <p>Invitation letter to return details expectations</p>	LOW

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		<ul style="list-style-type: none"> Advice is made available to parents on testing for COVID-19 		Surveys of parental requirements completed	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	LOW	<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	Detailed letter sent 22.5.20 Expectations set out in COVID-19 Home school agreement Up to date contact details requested in invitation to return letter Invitation to return letter details procedures for sickness	LOW
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	LOW	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection 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 	YES	Detailed communication with parents Expectations set out in COVID 19 home school agreement Invitation to return letter contains routes	LOW

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		<ul style="list-style-type: none"> Consideration given to personal items of children – personal toys. 		around school for social distancing and waiting zones for drop off/pick up. Photos of classrooms provided. Contact email for children to continue	
5. 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	MED	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. 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. 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	All control measures are in place SLT to monitor drop off and pick up times and points Control measures communicated with parents	LOW

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Daily attendance registers for new cohorts are not in place and DfE online educational setting status form to provide daily updates on how many children and staff are in school is not completed	LOW	<ul style="list-style-type: none"> • SLT responsible for completion of daily attendance registers (school and DfE) • SLT responsible for completion of BCC vulnerable/key worker children attendance weekly submission • Report to responsible body 	YES		LOW
6. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	LOW	<ul style="list-style-type: none"> • FSM Voucher scheme is continued • A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. Seek support from LA for clarification on circumstances where there is inevitable cross-over • Issues with food poverty to be addressed through application to Early Help Hubs • FSM vouchers are given to families who are not in attendance and are eligible. 	YES	FSM to be provided by in house catering team for those children in school Vouchers to continue for those being home schooled	LOW
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	MED	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings • Feasibility on continuation/implementation of wrap-around if the decision is to continue or reinstate provision • Consideration of use of space for food preparation and consumption • Communicate decisions to parents • Collaborate with other schools where there are arrangements in place 	YES	Foxes will not be available due to the fact that children cannot mix bubbles. This has been communicated to parents 21.5.20	LOW

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		<ul style="list-style-type: none"> Seek support from LA Seeking wraparound services from other providers such as PVI's and Childminders 			
Meals are not available for all children in school	LOW	<ul style="list-style-type: none"> Communication with catering provider to consider options based upon numbers of pupils in school Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	YES	Detailed planning with CMC (Sue Pawley) including social distancing & hygiene requirements Sandwiches available for all children KS1 and those who request KS2	LOW
7. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	LOW	<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 	YES	All school DSLs have updated training during lockdown Staff briefing to take place w.b. 1.6.20 re safeguarding Updated appendix added to safeguarding policy	LOW

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		and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements <ul style="list-style-type: none"> Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency 			
High risk of increased disclosures from returning pupils	LOW	<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 	YES	All DSLs are in school and available to deal with disclosures Fortnightly phone calls to families and children to continue	LOW
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	MED	<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	Coronavirus questionnaire sent to all families so staff are aware of any issues. These are to be sent again w.b. 1.6.20 SLT outline pastoral help available Issue = no Jolly Jungle provision Open door policy for staff to talk	MED

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				Pause material shared – fortnightly phone calls to continue for those at home	
8. 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	LOW	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing is 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. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are 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 reinforce the importance of social distancing. 	YES	<p>Staff to set clear expectations and a behaviour charter in the first few days</p> <p>Covid 19 Appendix to Behaviour policy – communicated with parents, staff and children</p> <p>Behaviour forms part of COVID 19 home school agreement</p> <p>Staff expectations shared 4.6.2020</p> <p>Posters around school</p>	LOW

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9. 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	MED	<ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning Consider the response to young children who have fallen behind in their self care skills 	YES	<p>Gaps can only be assessed and begun to be closed for nursery and reception.</p> <p>Home learning continues – contact email for children to continue to access teacher for guidance</p>	MED
School unable to meet full provision required in line with EHCP	LOW	<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 allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan Access support through health and social care offer Support offered through LA SEND Panel/ Early Years Inclusion Support Service 	YES	1 x EHCP, no issues identified	LOW
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	LOW	<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	<p>Online Home learning to continue with staff designated to setting this</p> <p>Y6 and Y1 who are not key worker children cannot attend at this time</p>	LOW

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RISK Assessment Tool (V19)
Updated 4.6.20

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		<ul style="list-style-type: none"> • Access potential transition opportunities • Establish opportunities for end of year celebration for year 6 		Parents requested to support the development of appropriate events Y6 Reach out to Diocese leavers events Online learning renewed focus shared with all staff – increase whole class shared experiences – ZOOM etc. Focus reading, maths – 4 operations etc.	
No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups	LOW	<ul style="list-style-type: none"> • Review numbers of children attending school who are not in the returning year groups • Engagement of appropriate services for families not engaging • Identify staff resource to manage curriculum offer • Set out short/medium term offer for this group of children • Planning scheduled for longer term offer • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance to plan for the above 	YES	Learning for key worker children in school will mirror home learning All children of critical workers who have requested a place, are able to attend. Continue to liaise with parents regarding future requirements 2.6.2020 Additional critical worker children will have to be placed on a waiting list as	LOW

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				bubbles reach capacity.	
Pupils moving on to the next phase in their education are ill-prepared for transition	MED	<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. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	YES	<p>All children receive a fortnightly phonecall.</p> <p>Transition/ celebration activities to be co-ordinated with Diocese/ Church etc</p> <p>Y6 are not returning to us – need to liaise with secondary schools re transition events and activities</p> <p>Usual transition documents have been shared with secondary schools</p> <p>Transfer of information to secondary schools will continue for y6 children</p> <p>Virtual tours & induction to be</p>	LOW

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				available for those joining N and Rec	
10. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	MED	<ul style="list-style-type: none"> Only the staff required to be in school are in school, to maintain safeguarding and ratios 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	If a member of staff is ill and a TA is not already in their bubble then the whole bubble will have to stay at home due to fact that you can't introduce anyone else into that bubble	MED
Identify staff unable to return to school	LOW	<ul style="list-style-type: none"> 10 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	Clinically vulnerable staff identified and not factored into staffing structure. However they will set home learning	LOW
Staff are insufficiently briefed on expectations	LOW	<ul style="list-style-type: none"> Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders Flexible working arrangements needed to support any changes to usual working patterns are agreed Staff workload expectations are clearly communicated 	YES	20.5.20 Staff briefing for all Communication via email Well being to be monitored regularly Flexible working to be accommodated where possible	LOW

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		<ul style="list-style-type: none"> Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 		Further briefing 3.6.2020, 4.6.2020 Daily updates provided via email	
11. 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 and lunch times	LOW	<ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch to be delivered to each bubble, use of communal staff areas as detailed in 2 and 5 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. The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. NS/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 	YES	Children to stay in bubbles in one classroom Lunchtimes staggered Staggered pick up and drop off Staggered playtimes and exercise times Designated zones for playtime and exercise time Posters, spots etc to aid and remind re social distancing	LOW

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The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	MED	<ul style="list-style-type: none"> Bubble 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 (i.e. a maximum of 15 pupils per class or in accordance with EYFS guidelines). All furniture not in use has been removed from classrooms and teaching spaces. All soft furnishings/toys have been removed in EY environment Resources are arranged to be used by small groups to limit the risk of cross contamination. Arrangements are reviewed regularly. 	YES	Classroom size dictates maximum capacity of children. Allocated teacher space and children's desks.	LOW
Staff rooms and offices do not allow for observation of social distancing guidelines	MED	<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. 	YES	Staff room will not be in use (except for kitchen facilities) SLT to move to separate offices Office staff to implement flexible working practices to facilitate social distancing Office staff to implement alternative working positions around school where necessary	LOW
Queues for toilets and handwashing risk non-compliance	LOW	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. 	YES	Additional member of staff in Nursery to support potential changing requirements	LOW

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with social distancing measures		<ul style="list-style-type: none"> • NC have arrangements in place to meet the staffing requirements when responding to children changing requirements. • Floor markings are in place to promote social distancing. • Pupils and staff know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 		<p>System in place re toilet use. Designated toilet and sink allocated per bubble</p> <p>Cleaners and site manager briefed re cleaning, emptying bins etc</p>	
12. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
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	MED	<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 opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased. 	YES	See detailed risk assessment	LOW

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Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	MED	<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 LA support 	YES	See detailed risk assessment	LOW
13. 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	MED	<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 • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. 	YES	Additional soap, hand sanitiser purchased. Additional sink units purchased and installed in y1 4.6.2020	LOW
Inadequate supplies and resources mean that shared items are not cleaned after each use	LOW	<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 • Prevent the sharing of stationery and other equipment where possible. 	YES	No resources to be shared, unless they can be cleaned between use. Children to have own pack of resources	LOW

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		<ul style="list-style-type: none"> Shared materials and surfaces cleaned and disinfected more frequently 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 The governing board finance committee is aware of any additional financial commitments 		Any loose parts in EYFS to be cleaned in Milton overnight	
14. School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)					
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	MED	<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. 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 	YES	Detailed communication COVID 9 Home school agreement Staff training w/b 1.6.2020 to contain reminder of procedures	LOW
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	MED	<ul style="list-style-type: none"> PPA room to be used as a location available should isolation of a pupil be necessary. Windows to be opened. Phone contact available. KS2 entrance to be used for parent collection – limited interaction needed by other staff. Location has been assessed to ensure social distancing and isolation measures are not compromised 	YES	PPA room to be used for isolating pupils PPE available for supervising staff	LOW

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		<ul style="list-style-type: none"> 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. 		Year 1, Reception and nursery children to use the staff room to isolate pupils	
15. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	LOW	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated Sufficient PPE has been procured through normal stockist PPE requirements have been risk assessed against scenarios produced by Public Health Birmingham 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. Seek LA support for emergency PPE stock 	YES	Detailed communication re PPE PPE available at school for First Aid purposes	LOW

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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	MED	<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	PPE ordered – gloves, visors, masks, aprons, additional vomit kits etc	LOW
16. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	LOW	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. Where possible, temperature checks are carried out on arrival and before entering the school building. 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 	YES	Site manager to schedule any essential work and take into account social distancing and communicate school procedures to anyone visiting the site	LOW

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		assessments and method statements, and contractor induction). <ul style="list-style-type: none"> Premises governing board committee is aware of planned works and associated risk assessments 			
Fire procedures are not appropriate to cover new arrangements	MED	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. 	YES	Fire procedures to be reviewed particularly with a view to social distancing . These are to be communicated clearly to staff and pupils and practised	LOW
Fire evacuation drills - unable to apply social distancing effectively	MED	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures. 	YES	See above	LOW
Fire marshals absent due to self-isolation	LOW	<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. 	YES	SLT and office staff are fire marshals and all are due to be in school . Procedures to be reviewed and roles reallocated in light of absence	LOW
Statutory compliance has not been completed due to the availability of	MED	<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. 	YES	All up to date	LOW

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contractors during lockdown		<ul style="list-style-type: none"> LA support is in place 			
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	MED	<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. 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 	YES	Virtual governing body meeting continue Finances shared and procedures continue to be monitored and effectively maintained in line with the financial handbook	MED
17. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	LOW	<ul style="list-style-type: none"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. 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. 	YES	Business manager has contacted staff individually re health or childcare issues Staff with underlying health conditions are shielding and working from home. No expectation to be on site Individual conversations with concerned staff and families	LOW

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		<ul style="list-style-type: none"> All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. Current government guidance is being applied. Additional guidance is sought from Public Health England regarding BAME staff 			
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	LOW	<ul style="list-style-type: none"> 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	Open door policy for any staff concerns	LOW
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	LOW	<ul style="list-style-type: none"> 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	Individual conversations with concerned parents and families Detailed risk assessments carried out Government guidance followed	LOW
18. Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					

RISK Assessment Tool (V19)

Updated 4.6.20

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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		<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. 		N/A to our school	
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		<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 		Nursery included in school building and school risk assessments. Early years guidance will be followed	

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