COVID 19 – Risk Assessment Reopening Sept 2020

JULY 2020

Date approved by SNOMAC Directors	13th July 2020
Next review date	September 2020 (ongoing by Principal)
Body responsible for review	**Directors Compliance Committee**

Constituent academy to which this policy relates:

Hagley Catholic High School

Our Lady of Fatima Catholic Primary School

St Ambrose Catholic Primary School's

St Joseph's Catholic Primary School

St Mary's Catholic Primary School

St Wulstan's Catholic Primary School

MAC Central Office

Saint Nicholas Owen Catholic Multi Academy Company

COVID 10 –Risk Assessment Reopening Sept 2020

This COVID 19 Risk Assessment has been approved and adopted by Saint Nicholas Owen Catholic Multi Academy Company on 13ᵗʰ July 2020 and will be reviewed again in September 2020.

Academy to which this policy relates:

Signed by the Chair – St Ambrose Catholic Primary School:

Signed by the Chair of – St Joseph's Catholic Primary School:

Signed by the Chair of– St Mary's Catholic Primary School:

Signed by the Chair of – St Wulstan's Catholic Primary School:

Signed by the Chair of – Hagley Catholic High School:

Signed by the Chair of – Our Lady of Fatima Catholic Primary School:

Signed for the MAC Central Office

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1. Introduction

The updated Government Guidance 02.07.20 sets out that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term and has been prepared with input from school leaders, unions and sector bodies in consultation with Public Health England and the Health and Safety Executive.

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.' (Gov.uk Guidance for full opening schools: 2 July 2020)

Schools must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. School leaders have worked with Health and Safety consultants, Local Authorities and Unions to draw up plans for the autumn term that address the risks identified using the system of controls set out by Public Health England. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The system of controls provides a set of principles that effectively minimise risks. All elements of the system of controls are essential.

We appreciate there cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. Local School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk.

We want all pupils and staff to be back in school. We are taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our setting by revisiting our risk assessments and building on the knowledge and practices we have developed during the last few months.

2. Legislative framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)

- The School Premises (England) Regulations 2012
- The Manual Handling Operation Regulations 1992 (as amended)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Provision and Use of Work Equipment Regulations 1998
- (DfE) 'Advice on standards for school premises' 2015
- Guidance for full opening: schools (GOV.UK 02.07.20)

This policy will be implemented in conjunction with the school's:

- Health and Safety Policy
- First Aid Policy
- First Aid Risk Assessment
- Cleaning Policy and Schedule

Government advice "does not supersede any legal obligations relating to health and safety, employment or equalities and it is important that as an employer you continue to comply with your existing obligations".

3. Employers' duties

The employer is responsible for making sure that their health and safety risk assessments are maintained and address the risks identified using a system of control measures. St Nicholas Owen Catholic Multi Academy Company take reasonable steps to protect staff, pupils and others from CORONAVIRUS (COVID 19) within our setting.

For St Nicholas Owen Catholic Academy Company, it is the Board of Directors who consult the Academy Committee in each school.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the Principal and school management team.

Reference: https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm

The employer has a duty to:

- Put in place sensible approaches to health and safety, with clear policies that focus on real risks, and do not encourage unnecessary paperwork.
- Provide appropriate training for staff.
- Implement arrangements that manage the risks to staff, pupils and visitors who may be affected by the school's activities.
- Provide personal protective equipment (PPE) in the required setting (first aid or 1-2-1 supervision).
- Check that the control measures have been implemented and remain appropriate and effective.

4. Employees' duties

All of the school workforce play an important part in sensible health and safety management in school. Staff involvement makes a vital contribution towards achieving safer and healthier workplaces, and helps develop sensible rather than over cautious approaches.

Employees have a duty to:

- Take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Cooperate with your employer, fellow members of staff, contractors and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements

5. COVID (19) The Risk

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At the time of issuing this guidance, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. St Nicholas Owen Catholic Multi Academy Company will continue to provide updated information as soon as clinical findings become available.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID 19) suggests that staff in educational settings tend not to at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults however the risk to children themselves of becoming severely ill from coronavirus (COVID19) is very low and there are negative health impacts of being out of school.

'given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school' (Gov.uk Guidance for full opening schools: 2 July 2020)

Introduction

The government plan is for the full return of all pupils from September 2020 (updated guidance from 05.11.20): https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25

School employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the HSE guidance on working safely.

All school leaders and staff members will regularly review the latest information produced by Public Health: https://www.gov.uk/coronavirus For the latest information from the NHS on guidance if someone displays any symptoms of Coronavirus go to: https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2nd July 2020 and has been updated on later guidance from 5th November 2020. It 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. Separate guidance is available for Special Schools and is not considered in this tool.

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).

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. A risk assessment should be updated and revisited regularly.

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

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

The matrix (below) to determine the Likelihood and independently

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

provides a method level of risk, with the Severity being scored and plotted.

RISK LEVEL MATRIX

PROBABILITY (LIKELIHOOD)		1	2	3	4
	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** *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.*	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.* • *Signage available.* • *Cleaners have received training.* • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* • *Undertake specific risk assessment on snow and ice.* • *Remove all trailing cables in admin office.*	Y	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	**3x1=3 Low**

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates 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	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care

https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation

https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020 (29/09/2020)

https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year (01/09/2020)

https://www.gov.uk/guidance/new-national-restrictions-from-5-november

	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19?priority-taxon=774cee22-d896-44c1-a611-e3109cce8eae https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25 https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021#primary-schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950653/Education_and_childcare_settings_-_national_lockdown_from_5_January_2021_.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf
Governance and other resources	As ever, if subscribing schools have questions / queries about governance, they can contact Schools, Central Team, Local Authorities ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/ RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield

Version edits			
Version No.	**Section -** Edits	**Page**	**Published**
1	**Original**		**07/07/20**
5	P17 reference to regular review of RA and latest guidance P11addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P14 reference to Test and Trace process P14-15 increasing size of bubble to allow for specialist teaching, wrap around care and transport P16 maximising space to allow for full operation P17 reasonable break for staffing P17 review of space to allow full operation P17 avoid (rather than prohibit) large gatherings with more than one group P17 minimising risk from music classes P17 phased increase of physical activity P19 no need for more frequent cleaning of uniforms P21 considering of bubbles for wraparound P21 limiting number of wraparound providers parents access P23 focus on reintegration and re-engagement of pupils and families P24 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition P24 incorporating remote learning into day to day delivery P24 suspension of subjects if needed P24 focus on return to normal curriculum by summer 2021 and timescale for assessments. P24 compulsory RHE education P24 delivery of EHCP P27 encouraging children not to touch peers P29 working hours or additional capacity for cleaning to be planned for P30 use of e-bug learning from PHE P30 encouraging 20 second hand washing P31 modification of narrative around shared resources and 48/72 hour period P33 isolation in closed room with window ventilation P33 guidance for residential staff and isolation P34 reference to guidance on use of PPE P40 encouraging use of various modes of transports and non-car journeys P43-44 Contingency planning for local lock down - reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND		**06/08/20**

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers		• Planning for full attendance of all year groups and where possible will complete the daily DfE attendance return. • Phased return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school, with PH and LA. • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Most children originally identified as clinically extremely vulnerable no longer need to follow this advice. Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school during lockdown and arrangements should be made to continue education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments. • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - COVID-19 - 'shielding' guidance for children and young people. • Readiness to implement Test and Trace as set out in section 7 the latest guidance.	Yes	Only critical worker and vulnerable children will be in attendance at school from 05.01.21 during the national lockdown Parents to inform the school by the Wednesday (12noon) of the required provision for the following week as critical/key workers.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Number of staff available is lower than that required to teach classes in school *(cross reference with employee risk assessment)*		• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2 year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. • Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority and/or trust. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Contingency planning with LA is in place and additional resource identified • Size of Bubbles is increased, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for mixed groups for specialist teaching, wrap around care and transport (or full school for small AP schools) • 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)	Yes	<mark>Staff who are CEV will need to work from home during the national lockdown as advised by the DfE.</mark> <mark>Senior leaders to manage the staffing allocation to support the critical worker and vulnerable groups each week.</mark>	9

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
		• To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND, as well as pupils isolating at home or considered to be clinically extremely vulnerable 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. • All staff, parents and visitors to wear a face covering while on the school site and in all communal areas • 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			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		• Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups. • Pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.	Yes	SLA with LA to support with future admissions.	1
Nursery School (NS) and Nursery		• Review EEE termly admissions process	N/A	N/A	N/A

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
Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils		• Ensure key school contact and related resources in place • Ensure parental declarations are completed and signed each term • Pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.			
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group		• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • Maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • Designated classrooms being fully utilised for each year group and reorganised to allow front facing desks (KS2 only). • Reduced contact between groups. • Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks) and to enable distance between teaching staff and pupils. Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan	Yes	Senior leaders to allocate classroom bases according to the number of pupils in school. Capacity of classrooms at 15.	1
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		• 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 and space maximised through daily planning. • Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used.	Yes	Teaching staff must keep 2m apart from children. There will be 2m markings for teaching staff in the classrooms. Reception and Year 1 staff will follow 1m+ rule.	6

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
		• Children will be seated facing forwards (KS2) • 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 immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice. • Arrangements in place to support pupils when not at school with remote learning at home. • In primary schools, classes stay together with their teacher and do not mix with other pupils. • In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils. • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • 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. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. • Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures.		Staggered approach in place – start and end of the school day, break and lunchtimes Additional markings and signage to be displayed around the school site, especially in the school hall (lunchtimes). All staff and visitors to wear face coverings in communal areas in school. ==Operating times of the school day have returned to 8.45am until 3.15pm for all pupils. Lunch arrangements in the hall separate KS1 and KS2 pupils to ensure that they do not face other pupils when seated.==	
There is a need for review use of space to allow for the school to fully operational		• 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.	Yes	Timetables of provision across the school site i.e. hall, IT suite etc. ==IT suite used as an additional teaching==	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of 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, chanting, playing wind or brass instruments or shouting. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. • A separate Risk Assessment from any external provider operating on site is required and reviewed.		<mark>base when class capacity is reached.</mark> <mark>Hall available during the school day for teachers and other staff to deliver PE sessions and other activities i.e. Active Maths.</mark>	
3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		• 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	Yes	Plans for full opening to be communicated to parents by Friday 17th July. Update to parents via school newsletter prior to school reopening.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Clarify arrangements for pick-up/drop-off, break times, as well as expectations for free study periods		Ongoing communication with parents and other stakeholders with reference to updates from the Department of Education and Public Health England. ==Ongoing communication of arrangements due to national lockdown through text messaging service, letters and the school's online weekly newsletter.==	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		• 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	Parents asked to update contact information – text message to be sent during the Summer break. Ongoing communication with parents and other stakeholders with reference to updates from the Department of Education and Public Health England.	4
Communications with parents/carers about expectations		• Uniforms do not need to be cleaned any more often than or differently to usual.	Yes	Ongoing reminders through weekly newsletter to parents.	4

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
that must be followed to support pupils and keep the school community safe are not clear or in place		• Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family • Support with mental health and wellbeing, including anxiety of returning to school for pupils and parents		Ongoing communication with parents and other stakeholders with reference to updates from the Department of Education and Public Health England.	
4. The school day					
This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines		• Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • All staff to wash hands on arrival in school.	Yes	Plans to be shared with staff and parents by Friday 17th July. Refresh of external school markings around the school site prior to reopening. ==Operating times have reverted back to 8.45am until 3.15pm during the national lockdown.== ==Pupils are separated in phases at break and lunchtimes.==	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport. • DSL/DDSLs to maintain a focus on vulnerable children, particularly if preparing for bubble isolation and will notify key workers (social workers, family support). • All parents are advised to drop off and collect their children whilst wearing a face covering.			
Daily attendance registers for new cohorts are not in place		• School admin responsible for completion of school daily attendance registers • School admin responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body • There's separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year – shared and used by staff	Yes	Daily attendance returns to be completed by admin staff. Weekly attendance data to be returned to the MAC Central Team.	1
5. Provision for meals and FSM. **Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools**					
Pupils eligible for free school meals do not continue to receive vouchers		• FSM Voucher scheme is continued • Issues with food poverty to be addressed through application to Early Help Hubs	Yes	Edenred vouchers to still be distributed to parents during the Summer break.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		• Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as Childminders. • Offer services on rotational basis. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible. • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies	Yes	BASC provider able to offer support for up to groups of 15 children. Liaise with external sport educators to finalise plans for extra-curricular provision for September. ==Hampers to be provided to parents of disadvantaged pupils.==	4
Meals are not available for all children in school		• Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu eg. 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	Arrangements agreed with catering provider for provision from September. Risk Assessment from LA catering provider to be shared with school prior to reopening. ==Dudley Catering Team to continue to prepare hot meals for pupils. Online form for parents to complete on a weekly basis.==	1
6. **Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer**					
Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					

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
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19		• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, 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	Yes	Ongoing communication between senior leaders and staff. Annual safeguarding training to be delivered to all staff by DSL/DDSL in September. All staff to read Part 1 and Annex B and H of KCSIE by 1st September (as on Every Education).	1
High risk of increased disclosures from returning pupils		• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP/Consultant advice. • Multi-agency arrangements in place to support early help • School is aware of support through Early Help Hubs • Advice is available through Dudley Safeguarding People Partnership Safeguarding (MASH and Early Help).	Yes	Ongoing communication between DSL and Deputy. ==Reduction in pupil numbers due to national lockdown.==	4
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing		• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as Silver Linings bereavement support / The Rainbow Hour 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	Yes	Support from external agencies i.e. Dudley Educational Psychology Service / Rainbows and Mary Steven's Hospice (bereavement) and the Active Black Country (The Rainbow Hour).	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
support for pupils returning to school		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, young carers, behaviour in addition to safeguarding in general.		<mark>Staff have been signposted information on mental health and wellbeing through the Anna Freud Centre.</mark>	
7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance		• 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. 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 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	Update of safeguarding related policies in place for September – to form part of INSET day development. Monitoring of any incidents of misbehaviour via SafeGuard online monitoring tool.	4
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					

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
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened		• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • Home and remote learning is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. • Exam syllabi are covered and revised where appropriate • 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. • Relationships and health education (RHE) for primary aged pupils and 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. • Plans for intervention are in place for those pupils who have fallen behind in their learning or isolating and are supported through home learning • Consider the response to young children who have fallen behind in their self-care skills • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school • Key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble.	Yes	Baseline to be conducted during the first fortnight when children return to school. KPIs from the previous academic year will be the basis of the assessment of children's knowledge and understanding. Remote learning in place for pupils who are working from home via the platform on the school website. KS1 – 3 hours per day and KS2 – 4 hours per day.	9

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
School unable to meet full provision required in line with EHCP		• 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 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 LA SEND Panel/ Early Years Inclusion Support Service	Yes	School SENCo to liaise with parents of SEND children in preparation for a September return. ==Ongoing communication between SENCo and parents of SEND pupils. Vulnerable pupils will be able to attend school during the national lockdown.==	4
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		• 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	==Remote learning platform in place to support pupils working from home.==	4
Pupils moving on to the next phase in their education are ill-prepared for transition		• 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, 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.	Yes	Communication between primary and feeder secondary schools regarding the provision for transition for 2020-21.	4

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

9. Content and timing of staff communications including bringing in staff in advance of pupils returning

Staffing levels can't be maintained		• 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	Ongoing monitoring by senior leaders.	9
Identify staff unable to return to school		• 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	Only staff who are classed as CEV are advised to work from home during the national lockdown.	1
Staff are insufficiently briefed on expectations		• 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. Information about the extra mental health support for pupils and teachers shared with staff. • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school.	Yes	Weekly briefing/meeting Ongoing communication between senior leaders and staff. Weekly SLT and Staff Meetings in place (remotely).	1

10. Protective measures and hygiene

This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

Measures are not in place to limit risks and limit movement		• Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended.	Yes	Review and remarking of signage and markings across the	4

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
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		• 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. • Lesson change overs are staggered to avoid overcrowding. • 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. • All staff to wash hands on arrival in school. • Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school). • Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day. • Staff and any essential visitors in school to wear face coverings in all communal areas around the school premises.		school site to allow for the continuation of a one-way system across the school.	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		• Classroom base arrangements in place. • Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EYFS environment • Resources are arranged to be used by small groups to limit the risk of cross contamination.	Yes	Activities planned so that shared resources can be cleaned at the end of the day or rotated every 72 hours. Allocation of room allocation on a weekly basis to meet the needs	4

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
		• Arrangements are reviewed regularly.		<mark>of the number of critical worker and vulnerable pupils in school. Pupils in classes or phases only.</mark>	
Staff rooms and offices do not allow for observation of social distancing guidelines		• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Staff do not share cutlery, cups or food. • All utensils are thoroughly cleaned before and after use.	Yes	Reminder about expectations as part of first INSET day agenda. No more than 7 members of staff will be in the staffroom at any one time (1m+).	1
Queues for toilets and handwashing risk non-compliance with social distancing measures		• Teachers to reiterate key messages in class-time (when directed) to pupils to: 　· Cover coughs and sneezes with a tissue, 　· To throw all tissues in a bin 　· To avoid touching eyes, nose and mouth with unwashed hands. • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • Children are encouraged not to touch peers. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. • 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. Handwashing is incorporated into the daily timetable (no less than 20 seconds).	Yes	Staggered approach to break and lunchtimes to reduce queuing at toilets before and after break and lunch. <mark>Break and lunchtimes are the same for all pupils during the national lockdown. Lower number of pupils in school to manage hand washing etc. without the need to stagger times.</mark>	2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils. • Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.			
11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required		• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening. • 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 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. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity.	Yes	Cleaning schedule in place for the Summer break in preparation for the return in September. Staff to wipe down tables at break and lunchtimes. EYFS – refreshments – staff to wear gloves when preparing any snacks for children. Ensure that surface areas are wiped down before and after use.	4

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
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		• Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • 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 England/World Health Organisation. Use the flowchart	Yes	SLA with LA regarding cleaning – appropriate resources in place to clean site on a daily basis. LA support with a 'deep clean' due to a possible school closure.	4
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established		• 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, 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.	Yes	Supplies to be monitored by the caretaker.	1
Inadequate supplies and resources mean that shared items are not cleaned after each use		• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff	Yes	Monitor the quantity of cleaning resources i.e. wipes for tables in each teaching base.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• 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 or wraparound care. Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups) • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments		Items can be left for 72 hours between use.	
13. School level response should someone fall ill on site in line with govt guidance					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a		• Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the flowchart from Public Health England. 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.	Yes	Support from Principal Health and Safety Officer with the LA (MM) if required. Support from the School Nurse if required.	2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
confirmed case of COVID-19 in the school		• 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=n4KL97m2I 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. • *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).*			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained (1m+) • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.	Yes	Isolation room changed to the SENCo Office during the national lockdown –child to be moved to a room with a closed door and ventilation.	2

Area of concern to be addressed	Current risk rating	Control measures **Good Practice Control Measures Adopted**	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• 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. • 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			
14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines		• 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	Yes	Monitor the quantity of PPE and order as necessary.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home		• Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines	Yes	Monitor the quantity of PPE and order as necessary.	1
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).	Yes	Scheduled visits to be arranged by appointment only via the school office. Contractor to inform school if a staff member has developed symptoms associated with Covid 19 within 14 days.	1

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• Premises governing board committee is aware of planned works and associated risk assessments			

Fire procedures are not appropriate to cover new arrangements		• Fire procedures have been reviewed and revised where required, due to:
		  o Reduced numbers of pupils/staff
		  o Possible absence of fire marshals
		  o Social distancing rules during evacuation and at muster points
		  o 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.
			Yes	Review of fire drill procedures in preparation for full opening in September – logistics to be shared with all staff at INSET day.
				
				Refresh of school external markings at assembly points for fire drills.
					1

Fire evacuation drills - unable to apply social distancing effectively		• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required	Yes	Arrangements in place to ensure that each teaching phase (bubble) remains 2m apart when at designated assembly point.	1
Fire marshals absent due to self-isolation		• An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. • Staff appropriately trained in fire marshal duties as required.	Yes	Sufficient staff members trained as fire marshals.	1
Statutory compliance has not been completed due to the availability of contractors during lockdown		• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. • LA support is in place	Yes	PAT testing to be updated during the Summer break.	2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability (LT to confirm)	Yes	Funding for additional PPE and staff absence costs due to staff isolation.	9

16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach

Considerations

- Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.

- There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.

- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as **diabetes, kidney disease** and **high blood pressure**, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes

- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.

- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.

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
		• If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. • It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.			
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding		• 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 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 with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. • Current government guidance is being applied.	Yes	Individual risk assessment to be reviewed with appropriate staff members. Risk assessment by senior leaders regarding any potential risk to vulnerable children and those from BAME. Staff classed as CEV to work from home during national lockdown as per Government advice.	2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• 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.		• No. of BAME staff • No. of BAME staff risk assessed as clinically extremely vulnerable and requiring to remain shielded at home • No. of BAME staff able to return but requiring additional support • 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	Individual risk assessment to be reviewed with appropriate staff members.	2
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus		• No of BAME pupils • No of BAME pupils risk assessed as clinically extremely vulnerable and requiring to remain shielded at home • No of BAME pupils able to return but requiring additional support • 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		2

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Parents do not follow advice on social distancing when visiting the school		• 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	Ongoing communication to parents via the text messaging service and weekly newsletter.	1
17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		• 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.	Yes	Policies updated in line with current Covid 19 guidance.	1

Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,		• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  o Different areas of the school including any Early Years and Resource Base provision
		  o When pupils enter and leave school
		  o During movement around school
		  o During break and lunch times
		  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	<mark>Risk assessment to be updated in line with Government guidance</mark>	1

18. Home to School Transport					

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
Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges. **Keys points include:** ● Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. ● As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools. ● In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. **http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19**					
Pick up and drop off times		● As per Government guidance: ● *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend* ● *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)* ● *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)* ● *talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful* **In addition:** ● Consider opening school gates earlier so parents can socially distance on the playground ● Stagger start and finish times to ease pavement congestion	Yes	Staggered drop-off and pick-up times to be shared with parents before September. Continuation of Active Travel programme (Walk to School) to start again from September. ==Operating times of the school revert back to 8.45am-3.15pm during the national lockdown.==	4

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
		• Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Parents are advised to wear a face covering while on the school site at drop off and collection times			

Children arriving late as a result of journey to school		• As per Government guidance:
		  ➢ ***Children, young people and parents are encouraged to walk or cycle where possible***
		  ➢ *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*
		  ➢ *ensure that transport arrangements cater for any changes to start and finish times*
		
		In addition:
		• Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible.
		• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.
		• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.
			Yes	Continuation of Active Travel programme (Walk to School) to start again from September.
				
				Logistics of the day to be shared with parents and staff before September.
				
				==Operating times of the school revert back to 8.45am-3.15pm during the national lockdown.==
					4

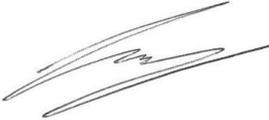| Area of concern to be addressed	Current risk rating	Control measures **Good Practice Control Measures Adopted**	In place? (Yes/No)	Further action/ Comments	Final risk rating
		• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres 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 • 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 contact a member of the Dudley Safer Travel Team.**			
Travel anxiety for new starters to secondary school		• West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. 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 YouTube films covering bus, tram and train journeys: **Travelling Safely on bus** (social distancing) **Travelling Safely on Metro** (social distancing) **Getting through train stations** (social distancing)	N/A	Transition materials provided by West Midlands Police Travel Team and shared with Year 6 children.	N/A
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local		• School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required	Yes	Discussion with staff regarding procedures	9

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

lockdown should occur		• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health.
		• 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
		   ○ Blended learning offer to support continued delivery. including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable
		   ○ 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.
		https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19
		• Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020)
		https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19
		• Information and guidance have been shared to support parents and carers of children who are learning at home
		https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)
		• Resumption of original Risk Assessment to consider phased opening as appropriate
		• Parents have been informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care).
				on INSET days in September.
				
				Guidance from LA regarding local lock down will be shared with parents.	

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
		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			

Principals are responsible for their respective school including Premises, Risk assessments and implementing safety measures (Water systems etc.)

Risk Assessment Review

This Covid-19 Risk Assessment has been checked by:

Name	Role	Signature
Mr Andrew Carry	Principal	
Date reviewed: 08.01.2021		