

Introduction

The government plan is for the full return of all pupils from March 2021 (updated in line with government guidance from February 2021): <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been refreshed from its previous iterations. Any hyperlinks will be identified by underlining.

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- arrangements for testing of pupils and staff
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

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 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](#).

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health:

https://www.birmingham.gov.uk/COVID-19_schools_faqs.

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools

This risk assessment checklist/tool is based on Government guidelines on COVID-19. 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. Additional guidance for [Special Schools](#) (and specialist provision) should also be considered as appropriate.

Any updates to the previous Risk Assessment template going forward will be identified in the version control table from p7 onwards.

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Risk Assessment Tool incl (update) Full Opening

29/11/2021

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

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

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

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

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

The matrix (below) to determine the the Likelihood and Severity being independently scored and plotted.

provides a method level of risk, with

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	4	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High

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	1	Low	Low	Low	Low	
		1	2	3	4	
		SEVERITY (OUTCOME)				

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

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

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p>School reports: https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Shielding and guidance for CEV: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</p> <p>Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <p>Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>Transport to schools: 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</p> <p>General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Recording attendance: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</p>
<p>Governance and other resources</p>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public-health-flowchart-for-schools</p>

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<p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</p> <p>Useful contacts in BCC:</p> <ul style="list-style-type: none"> • If subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk • Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk • Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk <p>Other resources:</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</p>		
Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children	Dated 09/07/2020, Published 10/07/2020

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	<p>P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added P12 hygienic storage or personal items added P13 reminder for staff to be aware of procedures if they or a child show symptoms P15 reference to a new safeguarding model from September 2020; awaiting imminent approval P22 reference to use of PPE if 2m distance cannot be maintained P23 clean shared resources or if taking resources home P29 removal of reference to pending confirmation on NS/NC sustainability P30 correction regarding vulnerable staff shielding in relation to latest DfE guidance P32 reference to a new safeguarding model from September 2020; awaiting imminent approval Reformatted all to black text</p>	
3	<p>P1 reference to location of version control table for latest updates P1 reference to sharing with staff who understand the RA process and identifying 'reasonably practicable' rather than 'sensible' measures P5 weblinks for Public Health flowchart (and p13 & p22, p23) and safeguarding policy addendum (and p15, p31) added P11 consideration into staffing over lunchtime P11 if considering use of alternative sites, contact LA for support in risk assessing the use of and access to alternative sites before any implementation P12 reference to discussing RA with parents of pupils with EHCP P12 supporting families connect Early Help as needed (with weblink) P13 factoring follow-up with families on attendance into workload P17 Additional financial support has been made available to schools to address gaps in learning. P17 revision of exam syllabi where appropriate P17 where EHCP has been adapted considering Covid-19 arrangements, review meetings needed with parents and regular support with services P19 Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders P20 use of resources with small group/bubbles to limit cross contamination P20 Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services, particularly if medical rooms etc do not allow for social distancing P21 allowance of enough time for pupils and staff to go to toilet (due to queuing system) P21 cleaning toilets and emptying bins in all breaks or transition periods P21 enhanced deep cleaning before opening of school</p>	17/07/2020

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	P22 reference to daily (or more often) cleaning of touchpoints P22 cleaning toilets regularly P23 reference large volumes of flammable liquid e.g. sanitisers or cleaning supplies, within the school's Fire Risk Assessment P27 absent fire marshals to be replaced with trained substitutes P28 Water system checks and actions to be undertaken prior to wider opening. P30 members of staff with children who cannot attend school are supported P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP P35 addition of section 19 ref contingency planning for local lockdown	
4	P5 weblinks added to DfE guidance on remote learning P19 reference to the need for action planning for local or bubble lockdown P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning	28/07/2020
5	P1 reference to regular review of RA and latest guidance P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P8 reference to Test and Trace process P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport P10 movement of staff across classes and year groups P10 temp staff length of contract P10 support for pupils with SEND including deployed staff P12 maximising space to allow for full operation P12 collaboration with other settings e.g., dual roll P13 reasonable break for staffing P13 review of space to allow full operation P13 avoid (rather than prohibit) large gatherings with more than one group P13 immunisation programme P13 additional support for SEND, use of social stories and reference to Annex B of guidance P13 minimising risk from music classes P13 phased increase of physical activity P14 no need for more frequent cleaning of uniforms P17 considering of bubbles for wraparound P17 limiting number of wraparound providers parents' access P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on key parts of curriculum, including any gaps in English and maths	06/08/2020

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	<p>from Year 6 to Year 7 transition</p> <p>P20 incorporating remote learning into day-to-day delivery</p> <p>P20 suspension of subjects if needed</p> <p>P20 focus on return to normal curriculum by summer 2021 and timescale for assessments.</p> <p>P20 compulsory RHE education</p> <p>P21 delivery of EHCP</p> <p>P24 encouraging children not to touch peers</p> <p>P24, 26 use of e-bug learning from PHE</p> <p>P25 working hours or additional capacity for cleaning to be planned for</p> <p>P26 encouraging 20 second hand washing</p> <p>P26 modification of narrative around shared resources and 48/72-hour period</p> <p>P28 isolation in closed room with window ventilation</p> <p>P28 guidance for residential staff and isolation</p> <p>P28 reference to guidance on use of PPE</p> <p>P35 organisation of queuing and boarding of dedicated school transport</p> <p>P36 washing and hand sanitiser on boarding vehicle and arriving at school, additional cleaning of transport</p> <p>P36 encouraging use of various modes of transports and non-car journeys</p> <p>P38 reference to outbreak or local lockdown planning, and consideration of remote learning for the young/pupils with SEND</p>	
6	<p>Spelling and grammar checks throughout</p> <p>P5 link to latest statement on face coverings in schools</p> <p>P5 link to latest guidance on out of school settings</p> <p>P14 additional information on music classes and events</p> <p>P17 updated information on out of school club group sizes and maintaining records to keep groups under review</p> <p>P40 reference of face coverings for pupils in lockdown circumstances</p>	27/08/2020
7	<p>P1 reminder of updated link to full reopening DfE guidance</p> <p>P1 links to PH guidance, flowchart, checklist and FAQs</p> <p>P5 removal of reference to shielding throughout due to updated guidance, guidance link highlighted</p> <p>P6 link to new guidance ref managing demand and capacity of public transport</p> <p>P6 link to attendance reporting guidance</p> <p>P6 link to Royal College of Paediatrics and Child Health guidance on shielding and self-isolation</p> <p>P11 reminder of DfE attendance return, numbers isolating and record keeping</p> <p>P11 link to shielding update and consideration of individual risk assessments</p> <p>P12 review of bubble sizes and limiting interaction between bubbles</p> <p>P13 furniture placement to support with distance between teacher and pupils</p>	06/10/20

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	<p>P14 immediate access to remote learning available for pupils who cannot be in school on health grounds</p> <p>P15 regular review of control measures and their implementation</p> <p>P15 risk assessment required if external provider operating on site</p> <p>P17 focus on vulnerable children and ensuring DSLs maintain contact with social workers/family support if bubble isolation occurs</p> <p>P18 reminder of attendance guidance</p> <p>P23 informing critical workers of non-attendance of vulnerable children</p> <p>P24 link to additional mental health support for pupils and staff</p> <p>P29 regular review of PH FAQs and guidance, and updating the links to checklist whether for a suspected of confirmed case</p> <p>P40 changes to social distancing procedures on dedicated school transport</p> <p>P40 limiting demand on public transport at peak times</p> <p>P42 use of face covering in communal areas where social distancing cannot be maintained</p> <p>P42 consider impact of isolation on vulnerable children</p>	
8	<p>P1 contents page added</p> <p>P2 updated date of guidance notes</p> <p>P7 links to latest guidance weblinks</p> <p>P13 arrangements for clinically extremely vulnerable pupils</p> <p>P14 shortfall in staffing</p> <p>P14 support for pupils isolating or clinically extremely vulnerable</p> <p>P16 reducing contact between groups</p> <p>P23 staff briefing on pupils and staff at home, ensuring contact if isolating</p> <p>P25 summer exams to be held 3 weeks later than usual</p> <p>P26 plans for intervention for learners who are isolating</p> <p>P27 new national lockdown restrictions and guidance for staff who are clinically extremely vulnerable</p> <p>P39 staff who are clinically extremely vulnerable or working from home</p> <p>P45 blended learning for those who are isolating</p> <p>P45 parents aware of school procedures for lockdown</p>	09/11/2020
9	<p>P17 consideration into use of prayer rooms</p> <p>P29 alternative arrangements for prayer</p>	16/11/2020
10	<p>P1 Reference to new DfE guidance</p> <p>P1 Reference to asymptomatic LFD mass testing (appendix)</p> <p>Changing 'key worker' to 'critical worker' throughout</p> <p>P7 Weblinks to latest DfE guidance on schools and special provision</p> <p>P14 Attendance on site prioritised to Critical Worker/Vulnerable Children only</p> <p>Reference to shielding / Clinically Extremely Vulnerable guidance p14 and throughout</p>	18/01/2021

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	P15 Blended on site and remote learning. P16 Section on attendance in special schools P17 Section on attendance for resource base pupils P19 Consideration of bubble sizes to meet needs of on-site provision, and moving to age-related bubbles P20 Reference to asymptomatic mass testing, guidance under review P21 Robust remote learning offers for the majority of pupils and publication of offer P22 Safeguarding and multi-agency support for vulnerable pupils not attending P23 Registration for on-site and remote learners P24 Educational day visits not recommended currently P25 Ensuring FSM vouchers for pupils on and off site P28 Removal of reference to summer exams P30 Consideration of hub arrangements or collaboration with other schools/MAT to support pupils on site or with shared remote learning P30 ongoing support for vulnerable pupils on site P30-31 Staff deployment P41 ongoing water and fire tests, ensuring cover for key site staff if required	
Version No.	Page – Edits (page numbers correct at point of publication of that version)	Published
1	Original	26/02/2021

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		<ul style="list-style-type: none"> Planning for full attendance of all year groups (critical worker and vulnerable pupils only on site in lockdown) and where possible complete the daily DfE attendance return. Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. 		<ul style="list-style-type: none"> Headteacher has provisioned for the return of all students in Sept 2021 Robust attendance monitoring system in place. Daily figures shared with all staff and DfE. Anomalies stringently investigated and timely resolved. Arena has incorporated w/c 1st 	

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	<ul style="list-style-type: none"> • Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. • Testing is voluntary and requires consent. • Sufficient access/supply is available to carry out the 3 tests at school for each pupil. • Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). • Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. • Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. • Good record keeping on testing within school and with PHE. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent). • 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 	<p>March for LFD testing of pupils and staff. On-site testing will for pupils will be completed during w/c 8th March, whilst adhering to 3–5-day guideline. LFD testing for all students will commence after the return from the Xmas holidays Jan 2022.</p> <ul style="list-style-type: none"> • A full timetable of prioritisation has been formatted ahead of implementation. • Consent forms have been distributed along with a newsletter referencing; the importance of tests, mask wearing and reintegration into school. A comprehensive section of the newsletter incorporates the home testing arrangements along with diagrammatic instruction and content details. A helpline is available to discuss any concerns. • A 'testing' committee is in place to strategise the flow of tests. An additional large testing area is now in place to accommodate mass testing. 'Testers' have been voluntarily recruited to implement the LFD tests. • Information has been shared within the 'packs' given to staff, pupils and parents which outline the reporting system through Test and Trace and by notifying the school immediately if outside school. 	
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		<p>Hubs and individual pupil risk assessments.</p> <ul style="list-style-type: none"> • Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. • Any specialist equipment required is returned to school/additional equipment made available to support return • Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the <u>guidance for special schools</u> • Home to school transport in place where required • Preparedness to implement Test and Trace as set out in section 7 the latest guidance. • Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds where best accommodated on site. 	<ul style="list-style-type: none"> • Pupils who test positive will be escorted by a member of staff wearing full PPE to Arena's designated isolation zone...Medical Room and Meeting Room. Staff have been briefed on the procedure for notifying parents and are aware of alternative means to get student's home. • Stringent recording of school tests are shared regularly with PHE. • All students will return 5 days a week, staggered throughout the day, not phased over the week. • All Pupils and Parents are being sent regular newsletters with guidance on supporting anxiety on returning to school. • Arena strongly encourages parents of home schooling to reintegrate their children into school. Discussion, support and blended compromise are used to encourage a return. All vulnerable families have been kept in close contact with Welfare team and any vulnerabilities are known. • All SEND pupils families have been contacted to go through guidance for restarting school and offered 1 to1 meetings to share concerns and ease reintegration. Mental Health focused activities highlighted 	
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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>		<p>for PSHE and available on school website.</p> <ul style="list-style-type: none"> • All Parents have been sent link from WM Police on travelling to school. • Information on how to engage with the test and trace system will be include in the Student and Pupil/Parent Packs. • Parents of vulnerable pupils, including 'school refusers' and SEND contacted throughout the summer to support reintegration. SENDCo will make necessary requirements for the return of pupils with EHCPs. • Parents of SEND, EHCP and pupils who receive medical support in school will be contacted during the lockdown and the week before returning to outline any changes to SENCO/SEND Welfare Officer. • Risk assessments will be amended according to this information. • All parents are able to contact dedicated school numbers • Pupils who are shielding or self-isolating will continue to have access to remote learning provision. • The school has registered to utilise Gov.Uk Test & Trace system for any individuals with symptoms. Systems are in place to support the process. 	
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			<ul style="list-style-type: none"> • Visitor Test and Trace implemented at Reception. (16th Nov 20) All visitors are asked to complete the required information to enable (relevant) immediate contact should an outbreak occur. 	
Number of staff available is lower than that required to teach classes in school (<i>cross reference with risk assessment on staff health and wellbeing</i>)		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc • https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2) • CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are isolating but who are well enough to teach lessons remotely. • 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. This supports curriculum delivery for pupils learning from home and critical workers/vulnerable pupils on site. • 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). 	<ul style="list-style-type: none"> • Welfare checks on all staff completed weekly and all staff are required to attend school Any issues with staff not attending in September will be ironed out then. • Arena has issued a clear statement relating to CEV staff enforcing government guidelines. This includes guidance for those living with CEV staff. • All staff unless absent from work through sickness are required to work albeit remotely. A comprehensive remote learning provision is available to pupils which staff deliver. • Teaching Assistants and Pastoral staff have clear roles on how to support pupils. • A structured program utilising teaching assistants and pastoral staff is in place. • Consistent staffing throughout the week is managed effectively by allocation of teaching staff, SLT and Support Staff. A contingency plan is in place to 	

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		<p>Using some senior leadership time to cover groups if this is manageable.</p> <ul style="list-style-type: none"> • All staff receive COVID updates as they are released. All relevant actions taken (MNE). • Testing Kits for staff and students; a fully operational Testing Station is in place (ratified by the Armed Forces). It is fully stocked, regularly replenished and managed through a structured timetable of testing as per government guidelines. • 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible. • 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 2m) • 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, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Consideration of available testing for school staff is updated according to latest government advice: https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance • Home testing for school staff is communicated in line with the latest guidance. • Remind/Encourage staff that are eligible for a free NHS flu vaccination of the importance of ensuring they are protected from such illness https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/ 	<p>share staff and resources in collaboration with CORE Education Trust and other local schools.</p> <ul style="list-style-type: none"> • A blended model of learning has been in place since March 2020 ensuring provision for all students. All Key Worker and Vulnerable Students have a place allocated within school and follow the full curriculum. A plan is in place for pupils or staff who are working/learning from home. A full online learning provision is timetabled, monitored and reviewed regularly to ensure that students receive a consistent, full and progressive education. • Interaction between classroom bubbles within year group bubbles is kept to a minimum and monitored throughout the day. This is to ensure that cross-contamination is kept to a minimum. 'Normal' curriculum is continuous and delivered through a robust timetable. Temporary staff is limited and peripatetic personnel are currently not active. • Seating plans are in place amount that require isolation. • All staff are voluntarily requested to have an LFD twice per week. Reminders are sent out daily and a comprehensive record is kept and monitored. 	
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		<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<ul style="list-style-type: none"> • Trust has ensured key staff are aware of test and trace to signpost staff as required • Staff will inform the school via the normal staff absence reporting procedure if they are unable to attend work and contingency staffing will be utilised. • Any staff working from home undertake duties to support continued learning options for pupils • Staff and students with symptoms / following a positive LFT will be referred by the school for a Covid-19 test using Gov.Uk Test & Trace. Parents of any pupils with a positive test / symptom will be instructed to book at test via Gov.Uk and NHS. • Internal Cover and Curriculum Support programme in place to support staff absence utilising all pupil-based practitioners. • The health status and availability of all the Trainee Teachers Trainees is known and is regularly updated in conjunction with Initial-Teacher Training 	
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			<p>Partners.</p> <ul style="list-style-type: none"> • All teaching areas have been set up in line with social distancing guidance. • A comprehensive daily update is provided, monitored and shared to dynamically amend staffing cover / timetables. • All eligible staff have been informed of their right to have a free NHS flu vaccination and the importance of doing so. 	
For special schools, specialist post-16, alternative provision and hospital schools		<ul style="list-style-type: none"> • All pupils risk assessed and discussed at panel. Pupil level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible • On site and remote learning arrangements in place for each pupil • Home to school transport mitigations in place • Specialist equipment returned to school/additional equipment made available to support return • Zero children remain shielded at home • Efforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers • Review latest national lockdown guidance specific to special schools • Hospital schools should continue to provide full-time education where it is safe and feasible to so, in line with hospital infection prevention and control (IPC) measures • Alternative arrangements for delivering provision should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. • Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably 	<ul style="list-style-type: none"> • Risk assessments collated for all offsite providers. • Students attending offsite provision able to complete remote learning onsite (and offered). • Welfare checks completed for all AP students. • Learning resources provided for all AP students 	

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		<p>necessary.</p> <ul style="list-style-type: none"> Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email. 			
Resource base provision within mainstream setting		<ul style="list-style-type: none"> All pupils risk assessed and discussed at panel On site and remote learning arrangements in place for each pupil Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email. 		<ul style="list-style-type: none"> Therapy sessions arranged to be completed remotely. Remote Learning Welfare system followed for all EHCP students. 	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2) Many 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. 		<ul style="list-style-type: none"> School has a strong Pastoral team that ensure all admissions are dealt with swiftly, fairly and in accordance with policy. All details of new pupils coming into school have been imported into SIMS. All new Year 7 pupils/parents have had virtual induction evenings. School team includes experienced dedicated admissions officer. Currently 31 students on waiting list, admissions is a regular focus. 	

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2. Plan how the whole school will be accommodated and encourage attendance				
<p>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</p>		<ul style="list-style-type: none"> • Reduced contact between bubbles/groups continues to be reinforced • Adaptations to the classroom are made to support distancing where possible. That could include seating pupils' side by side and facing forwards, rather than face-to-face or side on. • SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 1140 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble' • 50 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Use of unused classrooms. • Removing unnecessary furniture out of the classroom to make more space • A dynamic approach has been adopted to ensure that if staff feedback concerns or issues a reactive review will result in an immediate remedial response. • In NS/NC where additional space is identified for accommodating 2-year-olds and under 2's then the school will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2) 		<ul style="list-style-type: none"> • Face masks compulsory for all students and staff in communal areas from 29th Nov 2021. • RMA, MNE and SPR working closely together to ensure all entry/exit are covered. • All Staff meetings to be held virtually (w.c. 29/11/2021) • All student assemblies to be held virtually (w.c. 29/11/2021) • All large gatherings of students will be avoided where possible (w.c. 29/11/2021) • At least one classroom window to be kept open at all times. During break and lunch, more windows to be kept open. • All desks are forward facing. Non-functional furniture has been put into storage. • All classrooms will be forward facing, with furniture changing where appropriate/achievable. • Classroom furniture / layouts reviewed and amended as required. • All rooms / classrooms fully utilised • SLT and Pastoral team remain in regular contact with all disengaged families and or students. Regular newsletters sent to Parents. A pack will also be sent to Pupils/Parents on last day of the academic term.
<p>Measures are not</p>				

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in place to accommodate mandatory attendance				<ul style="list-style-type: none"> Curriculum Leads are meeting on a regular basis. INSET for all staff members is given on curriculum changes. A Full broad and balanced curriculum is on offer, no narrowing of the curriculum. 	
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance		<ul style="list-style-type: none"> Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. Potentially consider reducing the need to move between basic class spaces. This will change to age-related bubbles during lockdown. Classroom size and numbers reviewed through daily planning. Consideration of bubble sizes to accommodate as many vulnerable pupils and critical workers as safely as possible. Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing. Spare furniture removed that will not be used. Clear signage displayed in classrooms promoting social distancing. Hand washing facilities identified for each learning zone Arrangements in place to support pupils when not at school with remote learning at home. In secondary schools' groups or bubbles should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g., dual. 		<ul style="list-style-type: none"> Lockdown arrangements ensure that students are contained in relative age-related classrooms, zones, entrances and exits. Size and Numbers have been reviewed with full timetable planned. A maximum of 27 pupils will be based in each classroom. All rooms spaced to allow for social distancing. Where identified, specialist rooms etc have had bespoke tables removed and replaced with regular to accommodate forward facing / capacity. Spare furniture placed in storage External storage company moving – commencing 14/07/20 Signage throughout school and is displayed in every classroom (MNE). 	

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		<ul style="list-style-type: none"> • Where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Consider reducing the need to move between basic class spaces. Face coverings do not need to be worn by pupils when outdoors on the premises. • In EYFS handwashing supervision is in place. (added in v2) • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus as 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. (added in v3) • Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. • Face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. • Participation in the Testing Programme for staff and secondary age pupils. 		<p>Hygiene measures in place for each area.</p> <ul style="list-style-type: none"> • Online/paper provision in place for students who do not attend school. This includes a full timetable including PE and Form time. • SLT Duty rota in place to ensure pupils do not leave zones, for break and lunch pupils will be escorted by teachers. • Normal absence procedure in place. If a teacher is unable to attend school, a cover rota is in place. A minimum of 3 teachers are available for every period to cover staff absence. • All Staff, Parents and Students have been notified about the use of face coverings and distancing when moving around the building • A clear emphasis has been imparted to students and parents re; their personal responsibility to wear face masks within the classroom / identified settings. Staff are exempted where this would have a negative impact upon delivery and communication. The Head Teacher has implemented a zero-tolerance approach to those students who do not conform to wearing masks in the specified settings. There is a penalty system in place for those who do not conform. The details have been imparted to the parents 	
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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>and students.</p> <ul style="list-style-type: none"> • Detailed duty rota in place • New catering contractor starting September and is aware of service requirements. More food stations will be available for pupils to use. Also snacks available for pupils via portable trollies for break times. (MNE/DH) • At least two classrooms will be staffed and available for pupils to use during lunch or break. Activities planned for pupils – debate club, Homework club etc. (DH). Pupils to use indoor classrooms in zones for wet breaks or lunch, duty staff will supervise pupils in classrooms. • Lunchtime staffing rota caters for ‘colleagues’ lunch break. • A strict approach is taken re; reviewing RA updates. All variations are acted upon in a timely manner to ensure that risk profiles match their intended criteria. This is monitored, reviewed and appraised collectively. • A comprehensive LFD testing timetable has been issued to staff and parents / students have been informed of their 3 timed-slots for w/c. 1st March. 	
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				<p>Additional testing capacity has been made to accommodate the governments guidelines on testing.</p>	
<p>There is a need for review use of space to allow for the school to fully operational</p>		<ul style="list-style-type: none"> • Identify available large spaces and appropriate timetabling e.g., dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed COVID-19-safe. • 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. • Consider participation in the Asymptomatic (mass) Testing Programme that has been announced by the Department for Education (DfE) for commencement in January 2021, currently for staff. See additional annexe to RA (under review). • 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 <u>Annex B</u> of the guidance. • Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See <u>guidance</u> on phased return of sports. • Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental 		<ul style="list-style-type: none"> • All areas of school utilised – space is a premium. Fitness studio and hub will be converted to classrooms. P.E are encouraged to use the outdoors as much as possible. • Specified areas identified as 'Prayer Rooms' are compliant with COVID 19 control measures. • 5 x Teaching rooms created from two existing areas to provide additional teaching space. • Zoning and staggering times mean that there is no requirement to look for additional space. • No assemblies / gatherings to take place. Assemblies will be delivered remotely within form rooms. All Staff INSET will be done in bubbles with no more than 30 staff. • Subject specific RAs to be completed by HODs. • SENCO to coordinate intervention and support for individual students. TAs to work within year group bubbles. Space identified for use by external 	

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		<p>permission</p>		<p>agencies supporting pupils.</p> <ul style="list-style-type: none"> Audiences attending 'events' have been deferred until safe to do so. Trust / school events maintain all COVID19 H&S guidelines, practicing safe distancing, hygiene and participant numbers. School Based Asymptomatic Testing. Please refer to COVID-19 Risk Assessment: P.69-75 	
<p>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</p>					
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>		<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. Parent and pupil handbooks created reflecting changes to usual school policy Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods NS/NC include arrangements for personal care e.g., nappy changing/feeding/sleep arrangements etc For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. Parents immediately notified if their child or close contact is showing COVID-19 symptoms. Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion 		<ul style="list-style-type: none"> All Parents will be sent weekly newsletters on safety measures and guidance as it is updated. SIMS parent app will also be resurrected in September to give Parents instant information via their mobile phones. All staff/pupils/parents will be surveyed regularly to adapt practices. The Arena website informs parents of the comprehensive remote learning offer that is available, in addition to bespoke communication on a personal level. Online 'Teams' forums are conducted with members of SLT and relevant staff. All feedback is evaluated to ensure that the online offering is to the highest standards. 	

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		<ul style="list-style-type: none"> • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs • LA support for individual or complex cases • NS/NC bring any support requests to weekly LA ISEY Panel 	<ul style="list-style-type: none"> • Our website contains a COVID19 section that is updated on a regular basis based on DfE guidance/updates (DH) • Pupils/Parents to be given guidance on how to adhere to safety practices in school. This will be included in the September planning packs • Website shows where to get advice if test is required (DH). Numbers for DfE Coronavirus and Test and Trace to be given. 119 to be used and how to book a test online. Parents of children attending will be informed about current CV19 symptoms and what action to take. They will be informed of what will happen if their child develops any CV19 symptoms. • No adults will enter on-site unless through an authorised appointment - site protocols will be explained prior to visit • Weekly newsletters communication system used regularly to communicate with parents of pupils returning to school, including weekly text messages reminding parents of the school's expectations, e.g. Covid-19 symptoms, reporting illness. • All COVID-19 info will be updated regularly to the website and made available to parents 	
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		<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-15deg);">DRAFT</p>	<ul style="list-style-type: none"> without online access. • Relevant policies (e.g. safeguarding, behaviour) have been updated with Covid-19 addendums and posted on the school website. • Relevant policies (e.g., safeguarding, behaviour) updated with Covid-19 addendums and posted on the school website. • Reactive response to all parents of children and close contacts showing COVID19 symptoms. • SLT liaise with the Pastoral team to evaluate and plan individual needs. • 6 students have an EHCP. They have also been risk assessed. • Support is evaluated and given to families and students who are suffering from anxiety for a number of varied reasons. \the support given is dynamic to accommodate the variation in numbers requiring support. Support is advertised on Arena's website and within our weekly newsletter for those who need support with their wellbeing and anxiety. This also enables access to support outside the school. • KWH presents Support requests with the LA SEND Panel during their scheduled meetings. • Arena have the contact details 	
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				<p>for the Early Help Hub linked to our area and ask for advice for families when appropriate.</p> <ul style="list-style-type: none"> The LA Education Safeguarding is available for advice in complex cases. Arena have asked for support and advice where they need this extra layer of support. 	
<p>Parents and carers may not fully understand their responsibilities should a child show symptom of COVID-19</p>		<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 		<ul style="list-style-type: none"> School website and text alert system used to reinforce key messages. Where needed advice and information can be shared with parents in home languages. Translators available in school to communicate with Parents. All parents and pupils will be informed on a weekly basis how adhere to guidelines. SLT on a duty rota for every period and on call SIMS system to be used for any pupil showing COVID19 symptoms. PPE Equipment is available to use in the medical room which will be well ventilated. Information on any child falling ill will be given in the packs this will include remaining pupils being taken to another classroom. Parents to be informed that they must keep their child at home if they or any members of their household show any symptoms. . Parents and pupils to advised that they must get tested if they 	

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			<ul style="list-style-type: none"> show any symptoms. SEND families have access to contact with the SENCO via email and phone daily. Dedicated email address available Information about self-isolating and the different scenarios will be provided in the pupil/Parent and staff packs. 	
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place		<ul style="list-style-type: none"> LFD testing arrangements onsite and home, are communicated clearly to parents and carers. Where home testing is not possible, arrangements are in place for the testing to be carried out at school. Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. Clarity around attendance expectations; when COVID-19 is a risk factor within the family and remote learning offer. Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk Information about how to <u>connect families to local support is available here.</u> 	<ul style="list-style-type: none"> LFD testing; Information packs informing Parents and students of the new arrangements for onsite and home testing. A helpline is available if required. The pack includes the student's frequency timetable for testing, the response to the outcome if positive. A pack follows the conclusion of school testing and before commencement of home-testing which includes the LFD testing kits and full instructions for use. Once again, a helpline is available to support. A registration pack accompanies the home-testing kit to register the successful implementation. A support system is in place for those who cannot test at home. This is monitored and communicated dynamically. As above – pupils and parents will be informed as to what measures need to be taken to restrict the possibility of infection; and measures to take if 	

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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>symptoms show.</p> <ul style="list-style-type: none"> • Information regarding the school's expectations will be shared during admission interviews, and through a Covid-19 home-School agreement. Key messages will be communicated regularly using the schools website and newsletters. • Information for parents regarding children's mental and emotional health has been put onto the school website and shared with parents and pupils regularly using e.g., Kooth. and forward-thinking Birmingham. 30 minutes catch up sessions in the morning will be used for support wellbeing and mental health for all pupils. A welfare team is in place for pupils who require further Mental Health support. Parents of children attending will be informed about current CV19 symptoms and what action to take. They will be informed of what will happen if their child develops any CV19 symptoms. • All families are supported, student needs are assessed on an individual basis where appropriate. Where appropriate all students are encouraged to attend. The Academy encourages attendance and will seek to minimise any risk 	
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			identified.	
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 on site		<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • Staff receiving students to their lessons are to welcome them at a safe distance and instruct to sanitise upon ingress and egress. • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify critical workers (social workers, family support). 	<ul style="list-style-type: none"> • Markings on floor indicate 2m distance. • Floor markings show 2m distance in key areas outside of the classroom; reception, social areas, corridors. • Parents not allowed on site to collect pupils and will be advised not to wait at the school gates with parents from another household and to remain 2m away from other adults/children. This information will be included in the pupil/parent and staff packs (NJN/CKI) • Arrow markers show the direction of the flow of people around the school. • 'Keep Left' signage and arrows installed in corridors where pupils pass within 'bubbles'. • Students advised to enter classrooms upon arrival, sanitise and proceed to designated seating. • DSL's maintain regular reviews with each individual student to 	

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				assess their needs. DSL's will implement support strategies if placing vulnerable children within bubble isolation. All information is communicated to the relevant organisational support authorities.	
Daily attendance registers for new cohorts are not in place		<ul style="list-style-type: none"> • CKI/KB responsible for completion of school daily attendance registers for onsite and remote learners (recommended) • CKI/KB responsible for completion of DfE daily submission (if applicable) • Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. • Students registering for a lesson and leaving after gaining attendance mark. • Review <u>separate guidance</u> on recording attendance. • <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u> 		<ul style="list-style-type: none"> • CKI and KB to ensure that register of onsite pupils is completed and sent to DfE. • Remote learners are registered at the start of each lesson. This is a Head Teacher led mandatory requirement. • A full review of students that become absent following registration is in place. • The parents / carers of those in breach are called immediately. If this is unsuccessful a home visit will take place. • Absence phone calls and first day text messages made to pupils not attending school. • CKI ensures that return is submitted on a daily basis • DfE attendance codes used appropriately. • Teachers will be responsible for completing class registers daily on SIMS. Attendance analysis produce weekly and analysed/discussed at SLT every week. 	

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Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19		<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. • Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families and staff are up to date. 		<ul style="list-style-type: none"> • A simple information and FAQ sheet will be produced for parents, pupils and staff so everyone understands how the school will operate and what should happen in certain situations. • Parents receive regular message alerts via email and twitter to ensure they are aware and comply with government guidance. They are also signposted the school website which is kept up to date with government guidance. • Staff will be regularly reminded of the procedure should they become symptomatic, including the process for dealing with any pupils that become symptomatic.
Resumption of day visits		<ul style="list-style-type: none"> • Currently not recommended. To be updated in due course. Please continue to work with the Educational Visits Advisory Service 		
5. Provision for meals and FSM.				

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Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools				
<p>Pupils eligible for free school meals do not continue to receive vouchers</p>		<ul style="list-style-type: none"> FSM Voucher scheme is continued A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. FSM vouchers are given to families who are not in attendance and are eligible Issues with food poverty to be addressed through application to Early Help Hubs 		<ul style="list-style-type: none"> All pupils will continue to receive school meals vouchers in line with established provision. FSM email address monitored by admin staff. All queries dealt with swiftly FSM vouchers monitored, communicated and distributed to all eligible students in school and a programme is in force to ensure that those not in attendance receive their voucher via collection or post. Business Manager and Assistant Headteacher, Pastoral to oversee process. Safeguarding/Welfare team to address instances of food poverty through bids to The resilience fund, Signposting to local foodbanks. In addition to signposting, the school has engaged a number of retail sponsors and organised public donations of food and resources. Those in need are welcomed into Arena each Friday to collect their required resources. FSM vouchers are given to families to cover the Summer break. Food parcels also being delivered home for those families who need it the most.

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The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		<ul style="list-style-type: none"> • Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVI's and Childminders. • Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing. • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies. 		<ul style="list-style-type: none"> • Lunchtime clubs will be used every lunch time. • Before and after school clubs have been reintroduced • Collaboration with our Trust partners continues, observing strict adherence to COVID-19 policies and procedures. Small groups within year group bubbles are maintained. SLT oversee in every instance. 	
Meals are not available for all children in school		<ul style="list-style-type: none"> • Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes to align with staggered start and finish times. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom for younger year groups. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements 		<ul style="list-style-type: none"> • Statutory H&S and Hygiene measures are in place within the food preparation areas. A full 'deep clean' has taken place during half-term. Kitchen staff will follow safe distancing rules, touch payment methods will be suspended and kitchen staff will input student codes. Sanitisation stations will be frequented within 	

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			<p>the dining area.</p> <ul style="list-style-type: none"> Catering staff member on rota to thoroughly clean the canteen spaces in between each year group. <p>Staggered lunch time for every year group meaning every year group will have 30 minutes on their own to have their lunch.</p> <p>A full canteen 'deep clean' took place during Oct half-term.</p>	
<p>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</p> <p>Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p>				
<p>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19</p>		<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day-to-day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements Expectations to be shared with new staff trainees and pupils in the event of the need to evacuate the building in an emergency Reference to <u>an addendum for the BCC Model Safeguarding Policy</u> to be used. 	<ul style="list-style-type: none"> Safety and welfare of staff and pupils to be the highest priority for all stakeholders. CKI has reviewed and updated all Safeguarding related policies. Staff to be updated on any policy changes. A weekly safeguarding focus with relevant information is given to staff. DSLs will continue to liaise with LA and other agencies as and when the need arises. Pupils will be informed of evacuation procedures at the commencement of each session; notices have been displayed in each classroom as to the location of fire points and direction to exit from. Pastoral staff are fully aware of 	

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		<p style="text-align: center; opacity: 0.5; font-size: 48px; font-weight: bold;">DRAFT</p>	<p>the potential safeguarding disclosures that may arise when phone calls are being made to those not attending school. Details of calls are recorded and DSL's made immediately aware if there are issues.</p> <ul style="list-style-type: none"> • DSL is aware of channels to pursue for advice if required. • Fire Evacuation procedures have been updated. Lockdown policy remains unchanged. Procedures shared with all pupils. Practice drills on the day they return to school. <p>Increased provision of hard copy work for those that wish to stay at home, but are having problems accessing the online offer. Laptops loaned to parents of vulnerable pupils, including those with EHCPs.</p> <ul style="list-style-type: none"> • All students and staff have received and reviewed the updated 'COVID' evacuation procedure. <p>A full Fire Evacuation of the site has been carried out pre and after Oct half-term. Evacuation times are comparable with pre-COVID-19.</p>	
High risk of increased disclosures from returning pupils		<ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision • Multi-agency arrangements in place to support early help 	<ul style="list-style-type: none"> • Identified DSLs on duty each day. Posters around school to inform who DSLs are. This will also be reinforced during the Safeguarding training in September. 	

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		<ul style="list-style-type: none"> • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	<ul style="list-style-type: none"> • Pupils are aware of referral procedures and receive weekly reminders through the Pastoral newsletter and the website. • Attendance worker and Pastoral Teams are in regular contact with pupils who have been previously identified as vulnerable. • Pastoral leaders' and the SENCo complete weekly calls to vulnerable pupils and their parents. Students of concern contacted twice a week. • Home visits completed as required. • DSL to monitor and coordinate early help interventions as required. Support disseminated through pastoral leaders and interventions coordinated by DSL. • The school ensures that all pupils are aware of how to make a disclosure during the period of school closure, Safeguarding advice and support shared via. Form periods • The school has excellent support from the Welfare team to quickly pick up any issues that arise with our pupils of a sensitive nature. • Any serious issues would be discussed with CASS straight away to see if intervention is required. Signposting available for all staff. CPOMS checked daily and 	
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				<p>discussed in Student Welfare Meeting. Smoothwall ICT monitoring system in place for any safeguarding concerns. This is reported to CKI and RMA immediately.</p>	
<p>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</p>		<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 		<ul style="list-style-type: none"> • All staff are reminded weekly of the help and support that is available for their well-being both internally and through external agencies. This is communicated via the weekly safeguarding newsletters. Bereavement training support to be delivered to all staff during the September INSET sessions (CKI) • Phone calls are made through staff networks to ensure all staff receive a weekly phone call regarding their wellbeing. • Similarly, pupils are aware through daily form time activities how to access both help from school and from external agencies - a list has been provided where help is available. • All staff will have work load monitored to ensure that work life balance is taken into account. School calendar has been adjusted to support a reduced workload for staff. • Mindfulness sessions arranged for staff • Regular weekly safeguarding newsletters for all staff. 	

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			<ul style="list-style-type: none"> Weekly wellbeing calls made by line managers. Return to work calls made by HR to identify and address staff concerns. <p>Welfare Team available for online interventions for pupils and staff.</p> <ul style="list-style-type: none"> Westfield health also available to all staff to use for counselling services. KBL to produce a PSHE programme to be delivered to all pupils during morning 'catch up' sessions to include anxiety, mental health and well-being. 	
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		<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. 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. External social and sports areas are divided to maintain bubbles. The school's behaviour policy has been revised to include 	<ul style="list-style-type: none"> These will highlight the standards and expectation required from them when attending school. Behaviour policy to be updated to include reflect Covid-19 arrangements. Behaviour blueprint created to ensure that these updates are communicated to pupils. Staff reminded to implement social distancing both through their own practice and by frequent reminders to children. All staff and SLT members will 	

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		<p>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.</p> <ul style="list-style-type: none"> • 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. 		<p>be on site each day to monitor the behaviour of pupils especially in conforming to social distance practice.</p> <ul style="list-style-type: none"> • System in place to sanction pupils who are not following the rules. • There is minimal pupil movement throughout the day. Pupils will move from one room to another within their zones which is normally in the same corridor. External areas have been physically divided along with break / lunchtime rotas to ensure that mixing outside 'bubbles' is maintained. Staff are assigned to monitor. • Pupils will only use a toilet assigned to their 'bubble' This toilet will also be used by pupils to regularly wash their hands. • Toilet bubbles are clearly defined. Timetabled cleaning of each year group toilet is in place to ensure that is sanitised before use. • The environment includes required markings and posters to reinforce social distancing. For example, floor markings to be done where necessary. • SLT reinforce and model social distancing at all times. • Information regarding social distancing communicated using the school website and weekly 	
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			<p>newsletters.</p> <p>A new behaviour policy has been created based on the pivotal Ready, Respectful Safe concept. This will be displayed in every classroom so all staff are aware of the rules and rewards. A behaviour INSET Session will be delivered to all staff w.c. 13th July. A refresher to also be done in September.</p>	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support				
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>		<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on 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. • For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum. • Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. • Up to and including key stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. • GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released. 	<ul style="list-style-type: none"> • GL Assessments to be used in first half term to assess where pupils are in terms of learning. • PLCs (Personalised learning checklists) to be used for every child to identify strengths and gaps in knowledge. • A DTT (Diagnosis, Therapy, Testing) approach to be used for every child. • 16 Trainee teachers have been employed to fill in gaps in knowledge during Catch up sessions. • School has subscribed to My Tutor to close any achievement gaps. • Online learning tutoring will carry on to support interventions. • Every child/Parent will be getting a report to highlight where pupils 	

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		<ul style="list-style-type: none"> • For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. • Most pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. • 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 through the catch-up premium to address gaps in learning. Consider additional support and advice from the <u>Education Endowment Foundation</u>. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning • 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 • Ensure that critical workers with vulnerable children are notified if children are not attending school when not in an isolating bubble. 		<p>have done well and not so well during online learning/school closure. This data to be used for planning September provision.</p> <ul style="list-style-type: none"> • An abridged version of the Summer term SoW to be delivered in Autumn 1 term. • A quality assurance exercise to be completed by members of SLT to determine quality of work completed through Autumn term 1. Faculties to determine which elements of the syllabi have not been completed due to nature of subject – especially in practical subjects like TE/Perf Arts/ Art etc. • An alert system is in place for DSL's to inform critical workers of the non-attendance of vulnerable children. • A thorough plan is in place to ensure all pupils are given a grade that is fair and reflects all the work the pupils have done. There is a 5-stage moderation process in place. • There will be no modification to the KS3 curriculum. All gaps in knowledge will be addressed by extra tuition. Personalised Learning Checklists will be used to identify knowledge gaps and trainee teachers will use the PLC's to plug the knowledge 	
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				<p>gaps within the 30 minute catch up time in the morning.</p> <ul style="list-style-type: none"> All pupils in KS4 are taught the full curriculum. No subjects have been removed or narrowed. All pupils in Year 10 and 11 will do 3 hours of core P.E. The headteacher is a member of the EEF and receives regular updates, this is cascaded to SLT members. There is a comprehensive plan in place for the catch-up funding. 	
School unable to meet full provision required in line with EHCP		<ul style="list-style-type: none"> Supporting the delivery of each EHC plan. Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. Access support through health and social care offer Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service 		<ul style="list-style-type: none"> There is a clear plan for every pupil with an EHC. Every EHC pupil is attached to a mentor and a detailed plan in place. Should a pupil with an EHCP need support in school TAs will be deployed to offer the required support where appropriate. SENCo to make weekly calls with EHCP pupils and their parents and review their progress. EHCP reviewed and pupil risk assessed on a regular basis. SENCo to regularly review any children where EHCPs have been adapted to reflect current restrictions. Reintegration plans in place for all EHCP pupils. EHCP review meetings to continue to ensure pupil's needs are fully met. 	

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<p>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</p>		<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • Review online offer for pupils that are unable to attend school • Learning offer for pupils unable to access online resources • Access Early Help Hub support for those pupils affected by ICT poverty • Differentiate offer for eligible children that can't attend school to support future transition • Staff deployment including support workers, trainees and volunteers • Setting up arrangements with local schools or schools within MAT to accommodate learners on their school site should a school have to temporarily close, or to support schools with high KW or VC cohort numbers during lockdown. • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. 	<ul style="list-style-type: none"> • BEP is used for support via RMA and Tim Boyes. • RMA is in contact with Ross Trafford from Teaching School Alliance for intervention support. • As above – laptop loan scheme has been implemented and 'dongles' have now been acquired for those families without internet capability. • TITAN and DfE laptops have been issued to all families without devices. All laptops in school have been loaned to families also. • Pupils who cannot attend school will continue to learn through the remote learning provision. A plan is in place for these pupils (CHA) • Remote learning provision is very comprehensive. • A strategy is in place to deploy staff and trainees within our MAT alliance. • An arrangement is in place for Arena's KW / VC students to relocate temporarily to Central Academy in light of a school closure. Conversely, Arena has a strategy to accommodate students from CORE / local schools if required. • A comprehensive plan for shared 	
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			<p>learning is in place to accommodate additional volume if required. Shared resources from Arena's learning bank are available should the need arise.</p> <ul style="list-style-type: none"> • Details of our remote learning strategy and offering are signposted on Arena's website. 	
<p>No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are not attending school</p>		<ul style="list-style-type: none"> • Review numbers of children attending school. • Encourage pupils to take up offer of place. • Engagement of appropriate services for families not engaging. • Identify staff resource to manage curriculum offer. • Set out short/medium term offer for this group of children. Planning scheduled for longer term offer. • Curriculum leads in school meet regularly to review impact of plan. • NS engage with NS Trust and Teaching Schools Alliance to plan for the above. 	<ul style="list-style-type: none"> • Currently 60 students attend school, this is reviewed weekly by the Headteacher and Deputy Headteacher Pastoral • The offer is based on individual circumstances through consultation with the Headteacher and Deputy Headteacher Pastoral • The pastoral team complete regular welfare checks, all staff have students assigned that they contact should they not be engaging in their learning. • Deputy Headteacher Quality of Education, has reviewed the lockdown timetable to ensure curriculum offer meets the resources available through staffing. • Planning scheduled for longer term offer. The strategic planning forms the regular basis for both Pastoral and Education teams as directed by the Headteacher • Deputy Headteacher Quality of 	

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				Education meets her team regularly to review the curriculum and teaching plan and impact.	
Pupils moving on to the next phase in their education are ill-prepared for transition		<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g., From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 		<ul style="list-style-type: none"> • All year 11 pupils have been offered Career-Fit programme and, Next Step Ready programme. 98% of Year 11 pupils are going into Education or employment. • All Year 11 pupils have received a phone call to determine current status and establish whether they have a confirmed place for Sept. • Thorough plans are in place Year 6 into Year 7 transition including virtual tour of the school; one to one parent phone calls; online Q&A sessions with parents; summer work booklets. • Online induction meetings have been conducted with the yr6 parents and student in transition. Any questions from parents/pupils have been answered. • Form tutors have been introduced and communication is open for any questions or any concerns. • Virtual tours of the school have taken place and online presence, including newsletters and other media interaction is available for 	

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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>parents and students.</p> <ul style="list-style-type: none"> • A transition micro-website of the school website has been created for pupils and parents, including a range of resources for parents such as virtual tours of the school. • All Year 11 pupils receive regular updates as to how to access college places etc. Career Fit and Ready Next Step programme in place. • A transition plan is in place for Year 6, Transition is led by the pastoral team. Plans will be adapted as instructed by the Local Authority. • The school is working with local feeder primary schools and external agencies (e.g. Titan network hubs and PSS) in order to support identified pupils. This is coordinated by the Deputy HT. • A welcome letter has been sent to the parents of all Year 6 parents. • Phone calls have been made to all Year 6 parents as part of the induction process. The SENCo will liaise with the parents of SEND pupils and pastoral leaders will liaise with the parents of vulnerable pupils. • A careers advisor is working to support the Year 11 pupils and create an appropriate careers plan. Career-Fit and Ready, 	
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			<p>Next Step Launched with every year 11 pupil. Every Year 11 pupil has had a phone call to determine destinations and welfare check.</p> <ul style="list-style-type: none"> • SENCo is working with colleges/sixth-forms to ensure EHCP and SEND pupils information is sent over to relevant SENCos. 	
9. Content and timing of staff communications including bringing in staff in advance of pupils returning				
Staffing levels can't be maintained		<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible body kept informed throughout • 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 <u>extra mental health support for pupils and teachers</u> from DfE is also accessed. • Staff deployment including support workers, trainees and volunteers • Setting up arrangements with local schools or schools within MAT • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 	<ul style="list-style-type: none"> • All staff required to attend school w/c. 13th July to iron out any anxiety or other issues with returning to school. • A plan is in place to deal with a shortage of staffing, Headteacher has ensured we are overstaffed with an additional 16 members of new staff starting in September. 16 trainees also starting in September. • Regular Governors meetings are held. From September one Governors meeting to be held every half term. Governors are kept up to date with all changes. • Trainee Teachers will be deployed creatively either on their own or jointly with others to help supervise and teach small groups of pupils. • Communication with LA will be ongoing to seek advice on support staffing levels or on how 	

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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>	<p>to support eligible children to access learning through another school.</p> <ul style="list-style-type: none"> • Additional recruitment through summer term. • Curriculum support and internal cover rota in place for short term solutions and immediate response. • Option within some of the year group bubbles to teach in halls and large spaces reducing teacher numbers per group should need arise. • Option for partial closure and blended learning. • Staffing demands in light of 'pupils returning' is in place and has been rehearsed. • If the requirement exceeds Arena's capability, a structured plan is in place to use resources from our MAT alliance. • A comprehensive plan for shared learning is in place to accommodate additional volume if required. Shared resources from Arena's learning bank are available should the need arise. • Mental Health support within the school is prioritised and operates on a 360-degree basis, thus ensuring all staff, regardless of position, are checked and 	
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				reviewed regularly. Support is available for all in need.	
Identify staff unable to return to school		<ul style="list-style-type: none"> • 4 staff clinically extremely 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 • Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained schools. 		<ul style="list-style-type: none"> • Complete register of staff required to work from home is updated on a regular basis – should their situation change staff are required to inform the Headteacher. • Live list categorising medical conditions and needs of staff. Appropriate work to be distributed for those classified as vulnerable/shielding.to undertake from home. If staff are working from home, they will deliver online lessons to pupils via MS Teams. This will be done remotely in the room with an additional staff member to physically supervise the pupils. • Clinically extremely vulnerable staff are working from home as advised. 	
Staff are insufficiently briefed on expectations		<ul style="list-style-type: none"> • Staff receive daily/weekly briefings on day-to-day school matters • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3) • Flexible working arrangements needed to support any changes to usual working patterns are agreed • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that 		<ul style="list-style-type: none"> • All staff briefings take place Monday and Friday to update current practice. SLT meetings occur 3 times per week to evaluate current provision. • Regular meetings with RMA and other Headteachers to share ideas. • All staff, governors, visitors and volunteers have access to school policies through the website. and 	

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		<p>the school plans to make, either delivered remotely or in school</p> <ul style="list-style-type: none"> • Staff have been fully briefed on the action planning for local/bubble lockdown (Please also see Section 19) • Work life / Balance, recognising the challenges that staff manage during COVID-19. 	<p>relevant policies and procedures include but not limited to:</p> <ul style="list-style-type: none"> • Health and Safety Policy • Medical Policy • Behaviour policy • Staff absence reporting procedures • Risk assessment shared with all stakeholders – each made aware of their responsibility to comply with safety measures. • All staff to receive any necessary training that helps minimise the spread of infection, e.g., infection control training control. • The school will keep up to date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> • DFE • NHS • PHE & PHB • Department for Health and Social Care. • Risk assessments shared with staff. • Regularly check on staff wellbeing. • All staff received training in June around coping with anxiety and looking after their own wellbeing. • Weekly HOF update (email) and dept Teams Meetings has kept channels of information sharing open. • Staff training to deliver scope of 	
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				<p>expectation for the new academic year. This will also be refreshed in September.</p> <ul style="list-style-type: none"> Weekly T&L Newsletter used to communicate to staff. A new workload and wellbeing policy has been created to support with workload. This includes a working party made up of staff who have volunteered to take part. The policy will be presented to governors in September before being presented to staff. 'Work/Life Balance week' has now been introduced for all staff to recognise the commitment given during exceptional circumstances and challenges. 	
10. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch		<ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues Circulation plans have been reviewed and amended. One-way systems are in operation where feasible. Corridors are divided where feasible. Circulation routes are clearly marked with appropriate signage. Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points The movement of pupils around school is minimised as much as possible. Where possible, pupils stay in classrooms and staff move around. NS/NC children are organised in small groups with a key worker and move around with them. Lesson change overs are staggered to avoid overcrowding. 		<ul style="list-style-type: none"> All staff and pupils are required to wear a face covering when moving around the building. All classroom plans are in place to comply with all guidelines. Circulation plans and one-way systems in place to avoid any bottle necks or pinch points around the school. Separate entrances and exits per year groups are signposted to ensure that any congregation of pupil groups is minimised. Pupils will be informed and 	

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<p>times</p> <p>Individuals (staff, visitors, secondary school pupils) are exempt from wearing face coverings. (Note: Face coverings are largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection (COVID-19).</p>		<ul style="list-style-type: none"> • 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 • External Leisure and PE zones separated to prevent cross-contamination. • Alternative spaces for prayer to be considered if prayer rooms are not deemed to be COVID-19-safe • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. • Ensure face coverings are used by staff/pupils/visitors in those circumstances recommended in DfE /Govt guidance. Some people are less able to wear face coverings and the reasons for this may not be visible to others. • Ensure that other measures to limit risk are in place e.g. social distancing, cleaning, handwashing. • Consider will an individual exempt from wearing a face covering be required to undertake activities with a person(s) who has identified as being clinically vulnerable or feel they may be at increased risk. • Consider the activities undertaken by individuals exempt from wearing face coverings e.g. a member of staff who is also a first aider. • Consider the use of transparent face coverings – these may assist communication with someone who relies on lip reading etc. 	<p>signage erected to prompt them to go straight home and avoid social gathering before or after school.</p> <ul style="list-style-type: none"> • Comprehensive displays featuring government led safety messages throughout the school and grounds. • Pupils will stay in zones and staff move to the classes. • A detailed break and lunch duty rota is in place to ensure pupils stay within the bubbles • Pupil movement is minimised as pupils stay within their zones. • Lesson changeovers are within zones and an SLT member will be on duty to oversee this. All staff are required to be out on corridors during lesson changeover to ensure smooth movement. This information will be given in the packs • All staff and pupils will be surveyed on a regular basis to adapt our practices. SLT meetings will be used to adapt any practices based on pupil movement etc • Outdoor leisure areas and PE zones are divided by physical barriers to prevent cross-contamination. • Specified locations used as prayer rooms are in-line with all COVID safe specifications. • Food kitchens have recently 	
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		<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p>		<p>undergone a deep-clean. Hand wash and dry locations / facilities have been reviewed and updated Staff are trained on the importance of COVID hygiene. A system of table and surface and floor cleaning is operational. crockery, utensils are used once only and washed at high temperature within the appropriate machines to ensure safety.</p> <ul style="list-style-type: none"> • A clear directive via; newsletters, Teams, school forums and media placement across school has been given to all about Arena's expectations re; mask-wearing... This includes a whole-school assembly on the first day back! Those who are exempted on medical grounds have been scrutinised for authenticity and in certain cases, parents / students spoken to by the school to agree the acceptable criteria for exemption. Those who are exempted wear a lanyard stating this. • All previous in-school measures to limit the risk are in place, advertised and monitored to ensure compliance. • Stringent scrutiny surrounds the anxieties experienced by CV students and staff. Any requests linked to their vulnerability is compassionately explored by the 	
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			<p>H/T, DSL's and Well-Being personnel.</p> <ul style="list-style-type: none"> The policy of wearing masks, distancing, sanitising and ventilation is practiced and monitored by staff to reduce the risk to and from of non-mask wearing individuals. The government guidelines advise the non-use of transparent face shields, however, their use in extra-ordinary circumstances will be permitted i.e., lip-reading / hard of hearing students. 	
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>		<ul style="list-style-type: none"> Classroom base arrangements in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed in EY environment Resources are arranged to be used within bubbles to limit the risk of cross contamination. Arrangements are reviewed regularly. Reducing clutter and removing difficult to clean items can make cleaning easier. 	<ul style="list-style-type: none"> Capacity of school has been assessed and excess furniture removed from classrooms that are to be used by pupils in school. Specialist room timetables are specified as single use per day per year group 'bubble'. There is to be no sharing of books and equipment. Pupils will be informed to bring their own basic equipment including pen/pencil/ruler etc. Pupils will be allocated their own workstation, including computer if appropriate which will be cleaned prior to use by any other person. Each computer room to have wipes which pupils will use to wipe the keyboard and mouse before use (MNE). All arrangements will be 	

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				reviewed regularly by SLT and HoF by weekly meetings. <ul style="list-style-type: none"> An All-school clean-up project is currently under-way to remove any unused items or clutter. This will be complete prior to All-school return. 	
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services Shield erected in medical room to prevent close quarter contamination. Masks worn in every instance. 		<ul style="list-style-type: none"> Staffroom will be used less as each faculty now has a working space/office. Staff to use their own lap tops and not share any similar resources. Wipes are available for staff to clean the surface after use. Staff will be advised to follow safer practice (social distancing guidance, washing hands etc) when using staff designated areas and movement around site. Staff to raise concerns to HT immediately Staffroom to be arranged so that social distancing can be observed. (MNE) Adjacent staffroom seats marked to maintain social distancing. 	
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Floor markings are in place to promote social distancing. Pupils and staff know that they can only use the toilet one at a time 		<ul style="list-style-type: none"> Queuing is not permitted. Posters inside and outside toilets reminding staff and pupils about correct hygiene procedures. Pupils reminded to use the toilet prior to coming to school to minimise usage in school. 	

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		<p>and enough time is allowed to do so.</p> <ul style="list-style-type: none"> • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • 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 <u>e-bug</u> learning from Public Health England. 	<ul style="list-style-type: none"> • Additional cleaners have been employed and follow a comprehensive toilet cleaning rota. • Additional cleaners have been employed and follow a comprehensive toilet cleaning rota. • Additional supplies of cleaning and hygiene materials have been ordered to meet current and future need. Signs to tell students that toilets are single use at any one time. • Access only available to toilets during sessions with a staff escort. This will be made clear to staff and pupils from the outset. • Hand sanitiser available to use in every classroom, entrance and exit points. These will be checked on a daily basis. 	
Impact of any new variants of the virus on the day to day running of the school		<ul style="list-style-type: none"> • The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. • Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted. • BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 	<ul style="list-style-type: none"> • Staff members are aware of the new variants and updated by the COVID committee. This is headed by the Head Teacher; who reviews, shares and imparts all updates and the actions to take via; Briefings, newsletters and direct email. 	
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				

<p>Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</p>		<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies. • Enhanced 'deep clean' to take place prior to the wider opening of the school. • Additional cleaning staff employed to ensure directive is met. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Additional cleaning staff employed to ensure directive is met. • Toilets to be cleaned every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient capacity 	<ul style="list-style-type: none"> • Two additional cleaners have been employed and follow a comprehensive toilet cleaning rota. This ensures that all student toilets are cleaned prior to their specific break / lunch times. In addition; continuous cleaning of all touch points is carried out throughout the day in main areas of the building. Specific anti-bacterial supplies are used to clean assigned areas. • A deep clean has been carried out during half-term and again at Easter. • All touch plates, door handles, window locks, doors (including classroom cupboards) throughout the school will be cleaned to the recommended standard each day. This will be done at the end of each school day. • Cleaners have completed training re; COVID testing station - cleaning hygiene. • Classroom tables, seats, and surfaces will be cleaned to the recommended standard each day • Staff toilets to be cleaned once daily after school. • Toilet consumables will be topped up as required. • Cleaners are using are using disposable cloths and mops. 	
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				<ul style="list-style-type: none"> All classrooms with sinks will have required soap and handtowels for drying (MNE) 	
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school		<ul style="list-style-type: none"> Cleaning company is aware of the guidance for cleaning of non-healthcare settings COVID-19: cleaning of non-healthcare settings guidance Plans are in place to identify and clean all areas with which the symptomatic person has been in contact Sufficient and suitable equipment is available for the required clean Adequate waste disposal arrangements are in place to dispose of contaminated equipment Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. . (added in v3) For EY suitable PPE equipment is available if 2m from the child cannot be maintained. 		<ul style="list-style-type: none"> Ongoing negotiations are taking place with cleaning providers to ensure that the site is cleaned in accordance with Government guidelines. Hand sanitizers are in place Additional supplies of cleaning and hygiene materials have been ordered to meet current and future need. Site Managers have completed training re; COVID testing station - cleaning hygiene Site Managers will make regular checks on level of supplies and refill if appropriate 	
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		<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Appropriate measures to supervise effective hand washing of young children are in place Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3) Posters 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 e-bug learning from 		<ul style="list-style-type: none"> A full audit has and will continue to take place. Resources purchased to ensure that there will be sufficient / additional products available at all times. Hand sanitisers are based within every classroom, entry points and at regular intervals around the school. A number of rooms also have hand washing facilities. Posters upon entry to and throughout the school promoting 	

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		<p>Public Health England.</p> <ul style="list-style-type: none"> • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. • Staff assigned to monitor / restock hand sanitiser and tissues. 		<p>hygiene methods. Verbal enforcement is given regularly throughout the day.</p> <ul style="list-style-type: none"> • Each room and around the school have the poster 'Catch it, Bin it, Kill it'. <p>Site Managers will make regular checks on level of toilet supplies and refill if appropriate.</p> <p>Sept 20 – Two Staff assigned to restock sanitiser daily in classrooms, corridors and other relevant areas.</p>	
<p>Inadequate supplies and resources mean that shared items are not cleaned after each use</p>		<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery 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. • 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 		<ul style="list-style-type: none"> • Shared resources will be limited and this will be communicated to all stakeholders. • Pupils will bring essential equipment to school e.g., pen, pencil, ruler. • Any equipment in specialist subjects, e.g., Art, food technology will be cleaned by the pupils and teacher in the room. Wipes to be made available (MNE) • Specialist rooms will only be used by one year group bubble on a certain day. All rooms are thoroughly cleaned at the end of the day. • A specific budgetary entry to identify COVID 19 related spend is in place. This is monitored and reviewed by the GBFC. 	

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13. School level response should someone fall ill on site in line with govt guidance				
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. Use the <u>flowchart</u> from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Use the <u>flowchart</u> from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. • Staff are aware of the location of the emergency PPE pack. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: • Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing. • Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ 		<ul style="list-style-type: none"> • All staff, pupils and parents will be given a detailed pack containing all relevant information for September reopening (CKI/NJN). • All updates from Government and DfE forwarded to staff. • Staff are aware of what signs to look for in children which may be showing symptoms and follow procedures as outlined previously • All staff to be made aware that Medical room will be the place where children displaying symptoms should be sent to. Staff dealing with such pupils will have to utilise PPE until they are collected and taken home. • PPE Packs are located at strategic points throughout the school. • Additional briefing and information for SLT on site as to the procedures and use of PPE. • Government guidance regarding Covid-19 is regularly shared with staff via. Email. At the beginning of every week parents will be reminded that they should not send their child to school if they are displaying any Covid-19 symptoms. Relevant aspects of the guidance also reinforced with pupils during

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		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> · <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> · <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 	<p>daily check-ins</p> <ul style="list-style-type: none"> • Staff must be vigilant in identifying pupils who may show symptoms of COVID – 19. Staff are aware of the location of the emergency PPE packs and how to access them. • All staff to be made aware of procedures for managing pupils displaying symptoms of COVID-19. This will be done through the INSET day in September. Staff dealing with such pupils must utilise PPE kit until pupils are collected and taken home. • A robust procedure is in place and has been shared with Staff, Parents and Students re; reporting the outcome of your home LFD to NHS Test & Trace. 	
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		<ul style="list-style-type: none"> • School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised • For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained. 	<ul style="list-style-type: none"> • School medical room of sufficient size to enable social distancing to be complied with. • Additional rooms to be used will be: HT Office, CKI Office and SPR Office. • PPE available as per guidance <p>Cleaning regime is in place and agreed with site SPM's.</p>	
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				

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Provision of PPE for staff where required is not in line with government guidelines		<ul style="list-style-type: none"> • Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing aerosol generating procedures (AGPs) • Sufficient PPE has been procured through normal stockist • PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist • Those staff required to wear PPE (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. • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. • Seek LA support for emergency PPE stock • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 		<ul style="list-style-type: none"> • PPE equipment is in stock for staff in direct contact with the public i.e. Receptionists. • Adults are reminded of the protocols re; maintaining distance etc, via signs, conversation and newsletters. • Individual risk assessments have been carried out for those staff who required one. • Staff to be reminded that wearing of gloves is not a substitute for washing hands in packs. Staff to be informed about how to wear apron, mask and gloves in packs if required for medical room or other instances. 	
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		<ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. • Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2-metre distance cannot be maintained • performing aerosol generating procedures (AGPs) 		<ul style="list-style-type: none"> • All staff and pupils must wear a face covering when moving around the building. Face masks not to be worn in classrooms. • All staff meetings to be held virtually. • Face masks can be worn in offices (optional). • Posters installed 'Masks to Move' in all areas of the building. 	As previously mentioned in section 4

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			<p>– procedures are in place, and staff will be frequently reminded to adhere safe working practices in dealing with both pupils and adults who may be displaying symptoms</p>	
15. Managing premises related issues				
<p>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</p>		<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g., estates related) have been designated as essential work by the government and so are set to continue. • All contractors complete a Lateral Flow Test before commencing work on site. The additional measures below are still in place. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works 	<ul style="list-style-type: none"> • All contractors complete and sign induction plans before site admission. • All contractors will be invited to join Arena’s program of Lateral Flow Testing. • A RAMS is presented and approved before commencement of any works. • All contractors on site will comply with the school’s social distancing policies and procedures. Should they fail to do so they will be asked to leave the site. • All contractors will be informed prior to arrival of standards and expectations of conduct when on site. • Contractors working hours to avoid times when pupils are in that area as much as possible. • All contractors wear face masks. This is mandatory and enforced. 	

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		<ul style="list-style-type: none"> and associated risk assessments Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e., any works likely to disturb the fabric of the building 		<ul style="list-style-type: none"> All staff advised of prolonged works taking place. 	
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable social distancing where possible Staff, pupils and governors have been briefed on any new evacuation procedures. Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with COVID-19 plan. 		<ul style="list-style-type: none"> Every Room has revised Fire Evacuation Plans installed. Plans take note of the revised school layout i.e. Bubbles. Fire Marshals are assigned to each zone / bubble. Fire drill planned in March Fire drills carried out during September, October and November. All new / trainee teachers inducted with revised evacuation procedures. 	
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required 		<ul style="list-style-type: none"> Markings on fire evacuation points have been put in place to ensure 2m markings. Sufficient space available on playground to comply with social distancing requirements. Egress points are managed to avoid cross-contamination of bubbles. 	
Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 		<ul style="list-style-type: none"> Trained Fire Marshals along with seconded Marshals (if required) are available to ensure that evacuation is safe and swift. 	
Statutory compliance has not been		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist 		<ul style="list-style-type: none"> Statutory compliance continues throughout the pandemic as normal. Reports and sporadic 	

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completed due to the availability of contractors during lockdown		<p>contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening.</p> <ul style="list-style-type: none"> • LA support is in place • Legionella Risk Assessment up to date. • Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. • Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away 		<p>checks have continued to take place.</p> <ul style="list-style-type: none"> • Monthly Water Monitoring by Severn Trent is in place and 'Flushing' continues on a monthly basis and has been maintained throughout. • Arena's Fire Risk Assessment is in place and up to date. An external Fire RA is also conducted by the FM and is up to date. The 'Action Plan' is complete. • The Head Teacher has conducted a walk-through of the Fire Evacuation procedures to ensure that all on site personnel including KW / VS are aware of the procedures. • Staff have notified of the balance between having doors open for ventilation and the action taken during an evacuation. All unused rooms / doors remain closed. • Statutory testing and certification is being monitored remotely and facilitated by the FM company. • All water coolers have been disconnected to prevent any cross-contamination. Pupils have been requested to bring own bottles of water/drinks and not share with other pupils. • 	
The costs of additional		<ul style="list-style-type: none"> • Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. 		<ul style="list-style-type: none"> • CORE Trust have been informed and are aware of the additional 	

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measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty		<ul style="list-style-type: none"> • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability 		<p>costs to schools of purchasing additional materials.</p> <ul style="list-style-type: none"> • Governors Finance Group will be informed at the next 'virtual' Governors meeting 	
16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach					
<p>Considerations</p> <ul style="list-style-type: none"> • Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. • There doesn't appear to be any difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. • In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes • The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. • Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case-by-case basis. • It is less clear cut for children who are living in households with other vulnerable adults or siblings 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. 					

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Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding		<ul style="list-style-type: none"> • An equality impact assessment is undertaken for staff and pupils • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3) • Records are kept and regularly updated e.g., check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>. • Seek advice from Occupational Health Service if required. 		<p>The BAME resource https://www.bameednetwork.com/wp-content/uploads/2020/05/BAMEed-Network- Schools-and-Covid-19 - guidance-for-BAME-staff-and-their-employers-2.pdf informs the school response in addition to DfE guidance and that from Public Health England.</p> <ul style="list-style-type: none"> • All relevant guidelines regarding the definition of critical and vulnerable groups have been sent to staff. • School website to be updated on advice to BAME staff and pupils. Individual Risk Assessments available for those staff who need it. • Staff to be given guidance on where to seek advice on how to further protect themselves. Staff working from home are expected to participate in all remote learning activities and meetings. 	
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.		<ul style="list-style-type: none"> • No. of BAME staff - 24 • No. of BAME staff assessed as clinically extremely vulnerable and requiring to remain at home 1 • No. of BAME staff able to return but requiring additional support - 0 • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school. • Staff have been signposted to useful websites and resources. 		<ul style="list-style-type: none"> • HR and other relevant staff are in regular contact with staff to establish individual circumstances, • Briefings constantly include references to wellbeing and maintaining 360 support for all staff. Particular attention has been paid to reintegration into school...staff are invited to return to school on the 1st March ahead of the 8th March opening. 	

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			<ul style="list-style-type: none"> • In line with previously mentioned measures on staff well-being staff are constantly reminded where they can access information and support. • HR have completed return to work wellbeing calls with all staff. This has provided an opportunity for staff to raise concerns and for SLT to address them effectively. PPE available to staff who request it. • All staff signposted to resources that support their wellbeing. • Information pack includes help for BAME pupils and parents. • Our care will be done through the BAME resource. 	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus		<ul style="list-style-type: none"> • 599 BAME pupils • 3 BAME pupils risk assessed as clinically extremely vulnerable and requiring to remain at home • 3 BAME pupils able to return but requiring additional support • There are enough numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • School arrangements demonstrating social distancing measures are shared with parents and pupils • Resources/websites to support parent and pupil anxiety are provided. • Signpost parent/carers to published risk assessment. 	<ul style="list-style-type: none"> • Trained welfare / support staff are available to discuss any and all concerns with parents, however, the emphasis is to encourage a safe, relaxed and secure return for their children at the earliest opportunity. • Parents are welcome to review the measures in place via weblink and online discussion if required. • 3 BAME students have been risk assessed and require additional support. • Parents are invited to review all aspects of Arena's website and COVID response. This will 	

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				include the current Risk Assessment.	
Parents do not follow advice on social distancing when visiting the school		<ul style="list-style-type: none"> • Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time • Arrangements for visiting the school are communicated to parents/carers <p>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</p> <ul style="list-style-type: none"> • Parents / Carers and visitors to complete mandatory 'Test and Trace'. 		<ul style="list-style-type: none"> • Parents will be discouraged from entering the premises when delivering or collecting their child. • Parents encouraged to email or phone for an appointment if it is deemed necessary that they wish to speak to a member of staff. Parents have been informed of expectation around hygiene and social distancing. • Parents attending the school for a pre-arranged meeting will be reminded of the school's expectations through notices, posters and a visitor's leaflet. Meetings will be socially distanced and parents and visitors will have access to hand washing facilities, hand sanitiser and gloves if they require them. • Parents and visitors will not be able to access the school site without an allocated appointment. This will be communicated with parents as part of the wider opening of the school. • Parents attending the school for a pre-arranged meeting will be reminded of the school's expectations through notices, posters and a visitor's leaflet. Meetings will be socially distanced and parents and 	

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				visitors will have access to hand sanitiser <ul style="list-style-type: none"> Parents and visitors are requested to complete the 'Test and Trace' system when visiting the school. 	
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		<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3. 		Addendums to the existing policies to be written to take into account any modified requirements due to the COVID-19. SLT members responsible for each policy to review and write addendum if applicable.	
Risks are not comprehensively assessed in every area of the school.		<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 		<ul style="list-style-type: none"> Full risk assessment of the site has been undertaken by Site manager and SLT Business Manager. The risk assessment is reviewed and revised when relevant. 	
18. Home to School Transport					
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.					

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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>

Consideration whilst using public transport		<ul style="list-style-type: none"> • School should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. • People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering. • Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19). 		<ul style="list-style-type: none"> • Arena advises all students on safer travel throughout the COVID period. This is reiterated through Form-time and newsletters home. • A strict code of conduct is shared within the school and extended outside the school gates to keep your distance and wear 'your' mask. 	
Pick up and drop off times		<ul style="list-style-type: none"> • As per <u>Government guidance</u>: • <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i> • <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i> • <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged</i> 		<ul style="list-style-type: none"> • Pupils are encouraged to walk to school. Where parents need to drop/collect children this must be done in line with the staggered start and end times for their child's year group bubble. • Parents will be instructed to wait outside school gate and not approach the school building. 	

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		<ul style="list-style-type: none"> • <i>appointment, which should be conducted safely)</i> • <i>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</i> <p>In addition:</p> <ul style="list-style-type: none"> • Consider opening school gates earlier so parents can socially distance on the playground • Stagger start and finish times to ease pavement congestion • Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. • Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. • Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits. • If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school. • Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. • Additional cleaning of designated school transport. 		<ul style="list-style-type: none"> • Staggered arrival / departure times are in force for year group bubbles. This is monitored and enforced. 	
Children arriving late as a result of journey to school		<ul style="list-style-type: none"> • As per <u>Government guidance</u>: <ul style="list-style-type: none"> ➢ <i>Children, young people and parents are encouraged to walk or cycle where possible</i> ➢ <i>ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></i> ➢ <i>ensure that transport arrangements cater for any changes to start and finish times</i> 		<ul style="list-style-type: none"> • A newsletter that encapsulates the advice given will be generated and posted online for parents and students to plan their journeys sensibly. • Late arrivals will wait in an allocated area and will be escorted to their bubbles. 	

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		<p>In addition:</p> <ul style="list-style-type: none"> • 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. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use <u>Modeshift STARS</u> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion. • For further information and guidance regarding any of the above points see: • www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk 			
Transport capacity for pupils with EHCP attending special schools and resource		<ul style="list-style-type: none"> • Schools' individual requirements are discussed with Home to School Transport to prepare for full return. From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. 			

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bases is insufficient		<ul style="list-style-type: none"> Schools are aware of the proposed routes and vehicle allocations for September opening Parents to be informed of transport arrangements from Travel Assist and Schools. Parents can contact Parentlinkservice@birmingham.gov.uk with specific queries. . 			
Travel anxiety for new starters to secondary school		<ul style="list-style-type: none"> West Midlands Police have put together some resources to help students feel confident to travel and 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: <u>Travelling Safely on bus (social distancing)</u> <u>Travelling Safely on Metro (social distancing)</u> <u>Getting through train stations (social distancing)</u> 		This has been communicated to Parents via the Parental newsletter.	
19. Contingency planning for local lockdown					
No plan in place if an outbreak or local lockdown should occur		<ul style="list-style-type: none"> School Business Continuity Plan has been updated Proposed resourcing model is in place should lockdown and partial or full closure be required Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable- <ul style="list-style-type: none"> 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 		The school has reviewed and adopted the LA Business Continuity Plan. <ul style="list-style-type: none"> In the event of a local lockdown the school will follow the protocols outlined by PHB. Staff informed of process and procedure during INSET in September. A robust contingency plan is in place for immediate implementation. The model used is now tried and tested. All reserves are available including remote learning strategies, staffing and operational measures to ensure seamless 	

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		<p>pupils or those with SEND.</p> <ul style="list-style-type: none"> Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate. 		<p>implementation.</p> <ul style="list-style-type: none"> Pupils who are affected by the lockdown will have continuity of education as previously identified in this document. A comprehensive online blended learning package is active which is monitored, evaluated and discussed with parents on an ongoing basis. Outcomes are implemented dynamically. 	
20. Coronavirus (COVID-19) asymptomatic testing in schools					
<p>No plans for rapid testing using Lateral Flow Devices (LFD)s in place thus hindering the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p>		<ul style="list-style-type: none"> Plans are in place for secondary schools to offer pupils testing at an on-site ATS from 8 March Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8th March start. Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing. Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school. Testing is voluntary and requires consent. Sufficient access/supply is available to carry out the 3 tests at school for each pupil. Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school). Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed. Staff, pupils and families are clear on reporting arrangements 		<ul style="list-style-type: none"> Arena proactively provided tests from w/c 1st March and concluded testing for all consenting students on the 8th March. Students commenced their first full school day on Tues 9th March. A phased return was not opted for. Vulnerable, Critical, Year 10 and 11 were prioritised for LFD as per guidelines. Frequency guidelines were followed to meet criteria. All staff and students received consent forms for completion. These were evaluated, listed and acted upon. The Head Teacher and SLT made phone calls to all who had concerns. 	

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		<p>following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate.</p> <ul style="list-style-type: none"> • Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. • Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. 		<ul style="list-style-type: none"> • Supplies delivered were sufficient to meet needs and fulfil directive. • A comprehensive newsletter and guide with clear instructions for the ongoing application of tests was disseminated to parents, students and staff. Parents and students were invited to communicate any queries or concerns. This covered all aspects of parental support in administering tests at home and what action to take relevant to the outcome. • The school has isolation rooms clearly marked for use in the event of a student testing positive in school. PPE packs are available for assisting staff. A clear guideline to staff and parents has been issued. This includes; Alternative means of getting their child if they are unable to collect them. 	
20.1 Rapid asymptomatic testing in specialist settings including special academies, maintained special schools, alternative provision (AP), hospital schools, registered independent AP, pupil referral units (PRUs), special post-16 institutions, non-maintained special schools, independent special schools					
There is a wide range of challenges in delivering effective testing in special schools and		<ul style="list-style-type: none"> • Where it is appropriate to do so, plans are in place for to offer pupils and students aged 11 and above (including those who have been attending during the lockdown period, including vulnerable children and the children of critical workers) 3 supervised tests 3 to 5 days apart on-site before moving to home testing • For pupils and students of secondary school age who are in attendance, the most appropriate way for them to access twice 		<ul style="list-style-type: none"> • AP students are included in Arena's overall COVID plan. Students attending school during lockdown have been strictly monitored to ensure that their tests were delivered in a timely manner. This will 	

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other specialist settings		<p>weekly testing from 8 March 2021 has been agreed with them and their families</p> <ul style="list-style-type: none"> • Arrangements are in place for pupils to have their first 3 tests on-site via the setting's Asymptomatic Testing Site (ATS) before they begin doing them at home. • In circumstances where a pupil or student would not be able to be tested through an ATS but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS first), where this is appropriate for the pupil or student. • If the pupil or student feels confident enough in doing so and can do it effectively, they can self-swab from the fourth test onwards as long as they are supervised by an adult. • Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing. • There is informed consent to testing in place. Testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within education settings. • The person giving the consent (parent or legal guardian or the young person) needs to have a sound understanding of the risks and benefits of testing. • Even if the child or young person or the parent or legal guardian has given consent, if the individual at any point is not willing to participate in testing then that choice should be respected. 		<p>continue as ATS testing becomes home-based.</p> <ul style="list-style-type: none"> • Communication with Parents / Guardians is in line with the main school body. They are included when gaining consent for ongoing testing. Assistance is offered to all who need it. • Vulnerable students within AP are monitored to ensure that additional support is available re; adult-assistance if not confident when testing. 	
20.2 Rapid asymptomatic testing for visiting/peripatetic staff working with pupils					
There are no clear plans for testing staff working in a specialist school or specialist setting		<ul style="list-style-type: none"> • Staff working on a setting's site should be offered LFD tests. This includes: <ul style="list-style-type: none"> ○ teachers ○ teaching assistants ○ clinical staff employed by the school ○ those providing on-site wraparound childcare 			

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<p>There are no clear plans for visiting professionals and peripatetic staff in a mainstream setting</p>		<ul style="list-style-type: none"> ○ other support staff (including therapists) ○ those involved in cleaning testing sites ● Settings can offer others testing too, for example, school nurses or drivers or escorts, liaising as appropriate with both the individuals and their employers to check if they have separate arrangements for regular testing. ● BCC staff visiting schools are able to access LFD testing through community testing sites ● Other visiting teachers/staff are directed to the community testing site to access an LFD test prior to their visit ● Process is in place to confirm the visiting professionals have tested negative using an LFD test. In the event of any visiting professional is not willing to take the test, school have checked that the visitor is not displaying any symptoms or have been in close contact with a positive case in the last 2 days. 		<ul style="list-style-type: none"> ● A testing site has been set up in the medical room where staff from Birmingham City Council can use for LFD testing. Trained staff will also be available to help with testing. ● Our visitor form has been amended to include information about testing. All visitors who are spending a considerable amount of time on site, will be offered LFD testing. ● A visitor form is in place that identifies the last time the visitor completed an LFD test. Our receptionist has been briefed on what questions to ask visitors. ● Our receptionist has been briefed on what questions to ask visitors. Clear signage is on the main entrance door informing visitors to return home if they have any have any COVID symptoms. 	
<p>COVID-19 Risk Assessment: School Based Asymptomatic Testing</p>					

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Risk Assessment Tool incl (update) Full Opening
29/11/2021

The school is not able to plan for home testing		<ul style="list-style-type: none"> • A robust plan has been implemented and disseminated to staff, parents and students. • Home-test packs and guidance notes have been produced. 		<ul style="list-style-type: none"> • A comprehensive self-test plan has been put together; including consent, schedule, Test-Trace guidance and pre-emption of the home-test contents and supply. • Test kits are ready for despatching to every student from the w/c 8th March. 	
Parents object to implementing home test.		<ul style="list-style-type: none"> • The COVID Committee has discussed and formulated a plan to ensure that the home-test is inclusive. • Students that have difficulty in administering the home-test will be supported. • A helpline is in place to assist parents who have anxiety re; home-testing. 		<ul style="list-style-type: none"> • A proactive plan is in place to encourage uptake and dispel fears / anxiety. • Students who are experiencing difficulty in carry out the home-test will be scheduled to receive the test in school. 	
The school is not able to plan and make the logistical arrangements required to facilitate the testing in the time provided		<ul style="list-style-type: none"> • The school has been able to utilise time from the announcement of full-return to implement logistical arrangements. • A Senior Leader has identified to lead and oversee the school-based testing program. • The school has put in place a quality management system, in line with DfE/NHS requirements, and has a designated Quality Lead who has accountability for quality and risk management of the testing program. The Quality Lead has a clear escalation and decision mechanism process. • The school has a quality management plan in place prior to the start of the testing that meets the requirements of DfE guidance and includes the following elements: <ul style="list-style-type: none"> · Training · Observation of the testing process · Monitoring · Risk Assessment · Recording and Reporting • The school has not been required to put in place testing ahead of pupil return to onsite learning. Testing is to start from 1st March and guidance, including template communication material and consent 		<ul style="list-style-type: none"> • Additional testing capacity is in place to roll out all-school testing of staff and students. • Testing will commence one week early (1st March) to minimise the impact of return to school on the 8th March. • Training, using supplied modules and Testing of relevant staff took place on 5th Jan 2021 and for additional staff directly after government February announcement. • Martin Newman (Assistant Head Teacher) is assigned as Senior Leader / Quality Lead and is implementing the program in line with the DfE/NHS requirements. 	

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		<p>forms, have been provided by the School and DfE.</p> <ul style="list-style-type: none"> • Mass testing will commence once the correct logistical arrangements have been put in place to ensure a safe and effective testing facility. • Testing Staff have been provided with the DfE/NHS training modules and will be followed as required by applicable personnel – detailed further later. • Guidance documentation has been provided by the School and the DfE / NHS and will be followed in the establishment of the testing program. • The School has been provided with full details of the KIT that will be supplied within the NHS Test & Trace deliveries and the Kit that is required to be sourced locally. All required Kit has been secured. • First starter packs of up to 1,000 test kits, along with PPE and PCR tests will arrive at all secondary schools from 8am on 26th March – a member of staff has been identified to be on site to receive the delivery. Further deliveries will be received on 1st and 3rd March. 			
The school does not have a suitable location within their estate to manage testing		<ul style="list-style-type: none"> • The school has identified a secure location for the safe storage of new testing kits (with a temperature of between 2°C and 30°C) and for the separate storage of clinical waste prior to collection. • The School has identified a testing location that meets the minimum space requirements. The room can accommodate testing bays and maintain social distancing requirements for all movements within the room, including the integration of a one-way system of movement for those attending testing (incorporating separate entrance and exits). Layout Options, as detailed within the NHS guidance document, will be used. • The location identified for testing has been calculated to have sufficient capacity to facilitate the scheduled program (based upon NHS guidance of 11 tests per testing desk per hour). • Schools will facilitate a significant element of Mass Testing prior to all year groups returning to onsite learning so enabling a suitable location to be identified that is not required for timetabled learning. • Schools will facilitate weekly routine testing for staff during non-timetabled core hours and close contact serial testing prior to the 		<ul style="list-style-type: none"> • The full package of 'KIT' including PPE have arrived and are stored in secure locations. • Three rooms; DR1 / DR2 / Gym have been designated for implementing Lateral Flow Testing. Logistical arrangements are in place to accommodate the criteria for 'Mass Testing'. • A timetable for weekly routine testing for staff is in place. • A timetable, consent, registers and the logistics to implement the 'mass' testing is organised and equipped. Roll-out has commenced for 1st March start. 	

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		<p>start of timetabled lessons, so enabling a suitable location to be identified that is not required for timetabled learning.</p>			
<p>The testing location may increase virus transmission</p>		<ul style="list-style-type: none"> • The identified location will be able to meet cleaning requirements, i.e. non-porous floor and fully wipeable contact surfaces. • The identified location has all required cleaning materials accessible, which have been secured to ensure sufficient supply. • Any additional Supplies costs will be reclaimed from the additional DFE funding for testing. • Cleaning of all surfaces, in line with COVID protocols, will be undertaken between each test. • The DfE/NHS online training modules that are required to be undertaken and have successful assessments by all testing staff, include the following applicable modules which are applicable to reduce virus transmission: <ul style="list-style-type: none"> · Infection prevention and control measures · Cleaning protocols · Appropriate use of PPE · Test kit storage · How to deal with any contamination or other incidents · Waste management • All staff supporting the testing will be required to maintain social distance whilst pupils and staff self-administer the tests • Full PPE will be worn by all staff who are supporting testing. The wearing and changing of PPE will be undertaken in line with NHS guidance and training provided. • All waste generated within the testing location will be disposed of in line with NHS guidance, including the use of yellow and Tiger bags (provided within the testing kit) for the identification of healthcare waste. • The schools waste collector has been contacted and confirmed their ability to collect the healthcare waste from the school site. • Spillages – any spillages are cleaned up immediately and thoroughly by staff in appropriate PPE. Testing in the affected area is paused until it is safe to continue. • Only Asymptomatic pupils and staff can be tested. Symptomatic pupils and staff will be referred to offsite testing options or provided 		<ul style="list-style-type: none"> • DR1/DR2/Gym testing locations have the required (non-porous) vinyl flooring and suitable cleaning materials are stored for use. A 'Deep Clean' will take place each day to supplement the routine clean. • All designated testing staff / 'back-up' staff have undergone the assessments / modules as outlined. • Stocks of recommended PPE for mandatory use are supplied and readily available. Social distancing will be maintained at all times. • Used LFD's will be bagged in regular refuse bags and disposed of in general waste as directed by BCC. • Following testing, all staff and students will continue to follow mandatory social distancing and mask wearing rules. • Hand sanitiser and tissues are provided for use upon entering the testing station. • A clear 'one-way' system of access and egress is marked throughout. Specific stairway routes are defined upon approach and exit. • Following testing, staff and students travel via a second 	

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		<p>with a PCR Test.</p> <ul style="list-style-type: none"> • All staff and pupil attending tests will be required to maintain social distance and wear face masks in line with existing requirements for communal areas. • All staff and pupils will be required to use hand sanitiser on arrival at the testing location. • All staff and pupils attending tests will use the identified one-way system as well as the distinct entrance and exit of the testing location. • Existing Year Group Bubbles will have distinct testing times. Staff social distancing and conduct will not impact upon bubble contamination. • Transfer of pupils from class to test location will be carefully supervised with socially distanced queuing. • During Serial Testing for close contacts – Arrangements are in place for close contacts to attend a separate room each morning while waiting for test results, before joining their class (if negative). 		<p>room (identified as DR2) before returning to the main body of the school / classroom.</p> <ul style="list-style-type: none"> • A comprehensive testing timetable has been produced and implemented to avoid cross-contamination across year bubbles. • Staff have been allocated to marshal testing activity. 	
<p>The school is not able to identify suitably trained and sufficient staff to undertake the testing roles required</p>		<ul style="list-style-type: none"> • A Senior Leader has been identified to lead and oversee the school-based testing program to enable them to direct staff accordingly. • Schools will facilitate a significant element of mass testing prior to all year groups returning to onsite learning, so enabling pastoral and support staff not required to support either onsite or remote learning to support the testing program. • The required testing roles identified by the NHS to support the testing program will be allocated to staff. Staffing will be adequate to undertake the program safely. • The small team required for the testing has been identified without the need to divert teaching staff from learning. • The testing team is made up of volunteers recruited from non-teaching staff or from the school community as a supporting 3rd party workforce. Testing roles will be allocated in line with DfE/NHS guidance to ensure identified responsibilities are with school staff only. • Where existing staff agree to undertake a testing role checks are made to ensure this is in line with agreed terms and conditions of employment. 		<ul style="list-style-type: none"> • Martin Newman is the designated lead for operations. • Staff supporting the operations have been trained, assessed allocated their roles and responsibilities in line with DfE/NHS guidelines. External (community) volunteers have not been required due to the uptake by non-teaching staff and SLT. • All staff have been screened for their suitability. i.e., vulnerability of themselves or others. • Martin will keep records of all assessments on file to legitimise staff roles and responsibilities. 	

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		<ul style="list-style-type: none"> • Screening/risk profiling of staff and volunteers on the testing team is undertaken to ensure suitability for the role (e.g., age, underlying health conditions, vulnerable family members). • Staffing levels are sufficient to allow breaks for staff to reduce risk of errors due to fatigue. • All testing staff will either be DBS checked, through their school roles or working under direct supervision. Pupils will be supervised at all times by DBS cleared staff. • Additional remote logistical support is provided, as appropriate, by the School, Local Authority, NHS, DfE and Army. • The school will contact the RSC regional delivery directorate, in consultation with the Trust, if additional support is required from the allocated 1,500 military personnel identified for in-person support. • Additional resources of £15 per pupil have been identified by the DfE and will be accessed as required in line with the published DfE criteria. • The rapid testing type used requires low technical skills but is supported with training modules and guidance documentation from the DfE/NHS. • Prior to starting testing, all staff with roles will be specifically trained for the role they will execute using DfE/NHS resources via the online training and assessment platform, that has been provided in line with stated requirements. • Only staff who have passed the assessments will be permitted to commence testing. A record of testing staff and their passing of the required modules will be kept by the school. • After the completion of training testing staff are allowed time to practice onsite using the testing devices provided. • The DfE Competency Assessment has been completed for all staff roles to ensure their effective operation of the criteria within their role. Any areas of concern have been addressed with a review date set. The Assessments are filed and securely stored. 			
The school may face legal challenges in respect of onsite		<ul style="list-style-type: none"> • All pupil, parent and staff communication has clearly communicated the basis for the testing programme and how it will work. • The sharing of health data under the testing program is being facilitated within Safeguarding powers under Section 175 of the 		<ul style="list-style-type: none"> • The Head Teacher is proactive and transparent throughout via newsletters and communication by mail. 	

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testing		<p>Education Act 2002, as well as by consent This is referred to within the School's Privacy Notice and DfE Testing Program Privacy Notice that has been made available to pupils, parents, and Staff. A copy of this is available for viewing at the testing location reception.</p> <ul style="list-style-type: none"> • The testing program is recommended and supported, but not mandated. • Pupils and staff will not be required to participate in the Mass Testing program. • Staff will not be required to participate in the Weekly Routine Testing program. • Pupils and staff will not be required to participate in the Close Contact Serial Testing program but may instead be required to self-isolate and not attend onsite teaching for 10 days after identification as a close contact. • Testing will not be undertaken on pupils or staff without their consent. • All pupils aged 16 years and under who are tested will also be required to have parental or legal guardian consent. • Test will be self-administered, under adult supervision, to a participant's own throat and nose. • Specific arrangements have been put in place for children with SEND to mitigate risk of harm through parental or legal guardian consent for adult assistance. • Positive test results will be communicated individually in a location that provides privacy to pupils and staff. • Positive test results will also be communicated to the parents or legal guardians of those aged 16 or under. • Guidance on safe travel and additional precautions (regarding self-isolation, further testing, and family access to benefits) will be provided to those testing positive. • During the testing process anonymity will be provided through digital registration and the use of barcodes against samples. Positive tests will be matched against the digital record and known only to the COVID-19 Coordinator, Registration Assistant and Results Recorder. These roles are all required to be School staff 		<ul style="list-style-type: none"> • All staff, Parents / Pupils are aware that testing is recommended and not mandatory. Welfare support is available for all if feeling compromised. • Consent has been communicated to All, Staff, Parents/Pupils. It is clearly outlined that tests will be self-administered. • The DSL Team are actively supporting SEND pupils throughout the process. • An adjoining room has been identified for delivering news of positive testing and those identified will be advised of the 'next-steps' in the process. • Designated staff have been assigned to the 'Registration Assistant and Result Recorder roles. They and their 'back-ups' are Arena staff. 	
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		<p>and not 3rd party workforce.</p> <ul style="list-style-type: none"> • The use of barcodes and the following of guidance regarding their correct use will prevent the miscoding of samples and results. • All electronic and paper record Personal Data associated with testing will be destroyed after 14 days, in line with School's Data Protection policy requirements. 			
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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
COVID-19 Risk Assessment: Temporarily working from home					
The working area may not be comfortable and safe.		<ul style="list-style-type: none"> • Ensure that you locate your laptop in a suitable area within your home. • Make sure that you are able to stretch your legs out underneath your desk / table. • Place all trailing cables away from your immediate working area - cable tie if needed. • Keep the ambient temperature of the room at a comfortable level. • Open a window to ensure that there is adequate ventilation. • If your working area is not well lit, place a lamp on the table to improve the lighting. • Keep your working area free of clutter so that you can focus easily on the task. 		<ul style="list-style-type: none"> • Staff are provided with a video; Ergonomics when Working from Home • Staff who are unable to work from home are provided with a space at school that is well ventilated and ensures a 2 metre distance from others. 	
Staff do not know how to set-up their DSE		<ul style="list-style-type: none"> • Staff have been trained and completed a DSE checklist. • As a refresher and for new staff, they are provided with a comprehensive video on how to set-up their workstation correctly - Ergonomics when Working From Home - YouTube • Staff are invited to contact Arena H&S Advisor with questions / queries. • Staff are encouraged to take regular breaks, stand up and move around regularly. 		<ul style="list-style-type: none"> • Staff are provided with a video; Ergonomics when Working from Home • Teaching Staff timetable includes a live workout and two further breaks. 	
DSE may become unsafe		<ul style="list-style-type: none"> • Advise homeworkers of their personal responsibilities. <ul style="list-style-type: none"> · Regularly check smoke detectors · Empty 'office' paper-waste · Switch off equipment when not in use · Ensure that emergency arrangements are in place • Check electrical leads and DSE for signs of burning and if so, 		<ul style="list-style-type: none"> • PAT tests completed in Aug 2021. • Checklist issued to all homeworkers. • Email reporting line for all DSE issues. 	

This is a model risk assessment based on Government guidelines on COVID-19 as at 02/07/2020 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). **Schools should amend according to individual context.**

		<ul style="list-style-type: none"> remove from use and report to school. Regularly check for damaged or frayed wired and if found, remove from use and report to IT Dept immediately. Regularly check DSE for signs of wear and tears. If in doubt, remove from use and report to IT Dept immediately. 			
Homeworkers suffer from stress		<ul style="list-style-type: none"> Arena provides access to their welfare officers, support from line managers and subscribes to 'Westfield Health' who provide professional counselling. Staff advised to take regular breaks away from their workstation. Staff advised to regularly stretch at their desks to avoid stiff and sore muscles. Guidance given via video-link on how to set up their work station correctly to avoid twisting and straining the upper body. <ul style="list-style-type: none"> Organise seat to give good posture and avoid being hunched over your work-station. 		<ul style="list-style-type: none"> Mandatory welfare calls are made each to staff and alternatively to Line Managers. Regular staff feedback surveys are conducted to ensure that the right support at the right time is given. Welfare team are available for any staff with mental health concerns. 	
Homeworkers not clear on Manual Handling		<ul style="list-style-type: none"> Advise staff to locate work items within easy reach. Advise staff to store heavier items at lower shelves to avoid the need for lowering them. Staff manual handling advice given – supported by video-link. 		<ul style="list-style-type: none"> All staff previously attended Manual handling course. Manual Handling video-link provided.as refresher including remote advice for new staff and graduates. 	
Staff suffering injury from slips, trips and falls		<ul style="list-style-type: none"> Staff advised to keep workstation location clear of unsecure carpets and rugs. Staff advised to keep workstation area clear of paper, boxes and wires. Staff advised to be aware of tripping / slipping when carrying hot drinks and food upstairs / downstairs. Staff advised to keep stairways and corridors clear of trip hazards. 		<ul style="list-style-type: none"> Basic workstation guidelines issued to all staff, 	
Homeworker feels isolated and insecure		<ul style="list-style-type: none"> Name and number of Line Manager, Head Teacher and Welfare Officers are known / available. Regular 360-degree calls are made to ensure staff's wellbeing. Staff encouraged to call-in should the need arise. 		<ul style="list-style-type: none"> Online mandatory briefings held twice per week...staff are encouraged to have cameras on and be present. 	

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		<ul style="list-style-type: none"> P.E staff have been delivering workouts every morning to all pupils, staff and parents. 		<ul style="list-style-type: none"> Staff are actively encouraged to join their teams in practicing 'healthy body, healthy mind' 	
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