Paganel Primary School

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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.

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their

website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). A risk assessment should be updated and revisited regularly.

Risk assessment is about identifying reasonably practicable measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.
Likelihood - For each issue/situation, determine the likelihood it will occur.
Severity (outcome) - determine the potential injury/health.

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

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

RISK LEVEL MATRIX					
PROBABILITY (LIKELIHOOD)	**4**	Low	High	Very High	Very High
	3	Low	Med	High	Very High
	2	Low	Low	Med	High
	1	Low	Low	Low	Low
		1	**2**	**3**	**4**
		SEVERITY (OUTCOME)			

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

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
Example: **Slips, trips and falls** *There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.*	• *Cleaning regime in place.* • *Correct safe substance used for surfaces.* • *Signage available.* • *Cleaners have received training.* • *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* • *Undertake specific risk assessment on snow and ice.* • *Remove all trailing cables in admin office.*	**Y**	Review arrangements for new staff i.e. ensure the H&S policy to shared /communicated	**3x1=3 Low**

Links to related published guidance notes to be referred to alongside the Model Risk Assessment
Links to DfE Guidance As new guidance is produced weekly, please refer to **www.gov.uk** for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	**Full opening March 2021:** https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools **Early Years and Childcare:** https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures **Special Schools:** https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings **Out of School settings:** https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak **Testing in primary and nursery schools:** https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools **Safe working in education and childcare:** https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care **Compilation of all guidance notes for schools:** https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings **Advice for parents:** https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak **Advice for parents attending Out of School settings:** https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak **Ofsted guidance and update:** https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update **Providing meals to pupils:** https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools **School reports:** https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC).

	Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
	EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications
	Keeping children safe in education for schools and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
	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
	Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19
	Remote learning support for schools and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19
	Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19
	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
	General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers
	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

Governance and other resources	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
	Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum
	Useful contacts in BCC:
	• 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
	Other resources:
	ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus
	HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm
	NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/
	RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield

Version No.	**Page –** Edits (page numbers correct at point of publication of that version)		**Published**
1	**Original**		**26/02/2021**
	26 – 27 Use of face covering		**5/03/2021**
	44 – 47 Section added on LFD testing		

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 numbers of pupils returning and staffing resource					
Lack of certainty over returning numbers	1x3=3	• Planning for full attendance of all year groups and 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. • 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 PH. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance. • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. A copy of letter has been issued and can be requested from parents. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. • 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 site.	Yes	To continue to monitor & communicate with families not sending in children either because of isolation, shielding or anxiety – provide support as appropriate or seek legal advice if appropriate FSW and Attendance officer and pastoral team	1x2=2

		Additional equipment is made available to support return if required. • 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 guidance for special schools. • Preparedness to implement Test and Trace as set out the latest guidance.			
Number of staff available is lower than that required to teach classes in school *(cross reference with risk assessment on staff health and wellbeing)*	1x2=2	• 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. • 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. • Consideration of staffing changes to cover absence. • You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. Use of teaching assistants and pastoral staff to supervise classes. • A blended model of home learning and attendance at school is utilised until staffing levels improve. • If your school is struggling with a shortfall in staffing and this may be more likely for infant schools, you will need to consider possible solutions with your local authority. • 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	Yes	Staff have been spoken to about any individual concerns or issues. 4 Staff members shielding	1x2=2

		consistent staffing across the week). Using some senior leadership time to cover groups if this is manageable. • Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. • '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. • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable. Consider deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Home testing for school staff is communicated in line with the latest guidance.			
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		• Review in-year school admissions expectation with key admission staff. • Ensure key school contact and related resources in place. • Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. • Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children.	Yes	Systems in place for in-year admission will continue as normal. Office staff aware	1x1=1
2. Plan how the whole school will be accommodated and encourage attendance					

Measures are not in place to accommodate mandatory attendance	1x2=2	• SLT and site management team meeting to review school site and specify entry/exit points and classroom use • 450 maximum number of children and staff that can be accommodated in school on any given day with a teacher per 'bubble') and to enable distance between teaching staff and pupils. • All designated classrooms being fully utilised for each year group and reorganised to allow front facing desks • Reduced contact between groups • Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks). • Engagement of appropriate services for families not engaging (FSW, Pastoral team, Attendance officer) • SLT meet regularly to review impact of plan • Curriculum leads in school meet regularly to review impact of plan.	Yes	Social distancing of 2m not in guidelines for children (except where possible) – year groups will be in bubbles and staff are advised to keep 2m distancing where possible	1x2=2
Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance	1x3=2	• 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, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice. • Clear signage displayed in classrooms promoting social distancing. • Hand washing/ hand sanitising facilities identified for each learning zone • Arrangements in place to support pupils when not at school with remote learning at home. • Classes stay together with their teacher and do not mix with other pupils.	Yes	Clear plan in place so all children can attend and have the full curriculum offer	1x2-2

		- Consideration of staffing changes to cover absence. - Encourage use of outdoor space, weather dependent - Stagger lunchtimes & playtimes to align with staggered start and finish times. - Lunchtimes in the classroom for year 5 and 6 groups. - Year groups to have specified PE day, children will come to school in PE kit. - In EYFS handwashing supervision is in place. - Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. - Ventilation is increased while spaces are unoccupied e.g. breaktimes. - Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home.		Rooms without adequate ventilation not to be used for more than 1 person unless the door is open	
There is a need to review group participation and use of large spaces to allow for the school to be fully operational	1x3=3	- Encourage use of outdoor space, weather dependent. - Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. - Large gatherings, assemblies or collective worship to be avoided with more than one group. - Design layout and arrangements in place to enable social distancing - The EYFS environment is re-organised to meet requirements of social distancing - Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. - Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed. - Performances with an audience should not be hosted.	Yes	Assemblies will be class assemblies with each year group celebration assembly every 3 weeks for 2 year groups (at social distance) per time no families invited.	1x1=1

		Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.			
3. Communications to parents and pupils including discussing attendance expectations and preparing returning pupils					
Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school	1x1=1	• As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations using a range of communication tools. • COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. • Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. • Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance. • Clarify arrangements for pick-up/drop-off, breaktimes. • NS/NC include arrangements for personal care e.g. nappy changing etc. • For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • 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	Yes	Letter to families 3/3/21 & website updated	1x1
Parents and carers may not fully understand their responsibilities	1x3=3	• Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. • Clear procedures and record keeping are in place where a	Yes	Families not following guidelines – ensure	1x3=3

should a child show symptoms of COVID-19		child falls ill whilst at school, with reference to the school's infectious diseases policy • Ensure contact details of families are up to date.		enough staff to direct adult family members. Website translates letters via Google Translate	
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	1x1=1	• 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 and remote learning offer; when COVID-19 is a risk factor within the family • Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. • <u>Family Connect</u> support explored if required. • Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys.	Yes	Letter to parents 3/3/21 and on website. Regular group call / Twitter/ email messages to re-inforce where there are concerns	1x1=1
4. The School day					
The start and end of the school day create risks of breaching social distancing guidelines	2x2=4	• Stagger to start and end of day. • Break and lunchtimes are also considered to maximise teaching time. • 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 and entry onto the school site/buildings for visitors or parents is via appointment only • Floor markings are visible where it is necessary to manage any queuing. • A plan is in place for the effective and safe handover of very young children at the beginning and end of the session -	Yes	Pastoral Team will be available in the playground to support Parents/Carers where children are distressed/ need support coming into school	1x1=1

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		particularly around issues of responding to young children who are showing signs of distress. • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support).			
Daily attendance registers for new cohorts are not in place	1x1=1	• Pastoral lead responsible for completion of school daily attendance registers for onsite and remote learners • Office staff responsibility for completion of DfE daily submission if required. • Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review separate guidance on recording attendance. • Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.	Yes	Use of SIMS as normal, following coding as per Gov guidelines	1x1=1
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	1x1=1	• Key messages are regularly reinforced in line with government guidance. Community languages are considered. • Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health • Ensure contact details of families are up to date.	Yes	All staff briefed on guidance and procedures and are using LFD Tests twice weekly	1x1=1
Resumption of day visits		• DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.			
5. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers	1x1=1	• Issues with food poverty to be addressed through application to Early Help Hubs, Paganel kitchen and Paganel food bank • 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	Yes	FSM voucher scheme ends 5/3/2021 LA to provide 1 week of vouchers during Easter Break	1x1=1

The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	2x2=4	• Feasibility to continue or reimplement wrap-around provision e.g. PVIs and Childminders. • Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely necessary. • 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.	Yes	No breakfast club to be offered until the summer term in the first instance due to room capacity and staffing	2x3=6
Meals are not available for all children in school	1x1=1	• Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. • Communication with catering provider to consider options. • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.	Yes	Discussed with kitchen staff & Aspens– no concerns. Aspens staff included in the LFD Testing	1x1=1

		• Safe food preparation space, taking account of social distancing. • Y5 & Y6 eating in classrooms • Staggered lunch breaks in place • Usual considerations in place for dietary requirements.			

6. Safeguarding provision to support returning children and increased referrals **Consider alongside online offer guidance:** https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	1x1=1	• Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to an addendum for the BCC Model Safeguarding Policy to be used.	Yes	Policies and procedures, inc capacity, reviewed and no changes required, except for codicil in safeguarding (BCC) policy and review with new KCSIE Fire/ evacuation procedures are suitable as each year group has own exit door. Need to stress social distancing where possible on the field / assembly point.	1x1=1
High risk of increased disclosures from returning pupils	2x3=6	• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. • Multi-agency arrangements in place to support early help. • School is aware of support through Early Help Hubs. • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team.	Yes	6 xDSLs Pastoral team Clear systems in school pre-C-19 were effective	1x3=3

Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	1x1=1	• Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general.	Yes	Staff supported & aware of support processes in school.	1x1=1
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	2x2=4	• 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. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit	Yes	Letter to parents 3/3/21 and on website. Regular group call/ Twitter/ email messages to re-inforce where there are concerns. Clear expectations shared with children, parents and staff as to how behaviour will be dealt with. Children with IBPs to be contacted by pastoral team before September start to ensure clarity of the expectations.	1x2=2

		social distancing.			
8. Curriculum priorities including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	3x3=9	• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. • Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on offer. • For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. • For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, 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 Education Endowment Foundation. • Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning. • School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school.	Yes	Curriculum recovery plan in place Timetabling to enable basic skills to be reviewed, revised and supported while allowing a broad, balanced curriculum that engages children. Remote learning plans in place Tutoring for up to 12 (Y6 children) and 10 children across KS2 booked – start Oct 20. Catch up funding plan in place	2x3=6

		• Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble.			
School unable to meet full provision required in line with EHCP	1x2=2	• Supporting the delivery of each EHC plan. • Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. • 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.	Yes	Currently 3 EHCPs, Support plans reviewed and plans in place	1x2=2
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	1x2=2	• 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. • Collaborate with local schools to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer.	Yes	Remote learning is developed and uploaded onto the website – website & zoom/teams support can be used currently.	1x2=2

Pupils moving on to the next phase in their education are ill-prepared for transition	1x3=3	• A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned.	Yes	Ongoing review of pupils numbers and involvement of FSW	1x2=2
9. Content and timing of staff communications					
Staffing levels can't be maintained	2x2=4	• 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 extra mental health support for pupils and teachers from DfE is also accessed. • Staff deployment including support workers, trainees and volunteers. • Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos.	Yes	4 members of staff CEV planning to return 1/4/2021 unless advice changes 2 staff members with Long Covid 2 Mat leave	1x2=2
Identify staff unable to return to school		• 4 staff clinically extremely vulnerable are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. • Provide ongoing support for staff including wellbeing and mental health support for maintained schools.			

Staff are insufficiently briefed on expectations	1x2=2	• Staff receive daily/weekly briefings on day to day school matters. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. • Flexible working patterns and arrangements if appropriate • Staff workload expectations are clearly communicated. • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. • Staff have been fully briefed on the action planning for local/bubble lockdown.	Yes	All staff consulted on RA Regular email briefings of any issues/ new info/ changes already in place	1x1=1
10. Protective measures and hygiene					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	2x2=4	• 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. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place.	Yes	New plan in place inc all actions; consulted with staff – see separate plan.	1x1=1

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		- Agree how safety measures and messages will be implemented and displayed around school. - 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.		Strict infection control in place in the dining hall – all surfaces cleaned in-between sittings and utensils handed to pupils. Aspens team have been briefed	
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).*	3x2=6	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.	Yes	Consideration has been taken regarding any exempt staff and they will not undertake personal care or first aid duties	2x2=4
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	2x2=4	- 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	Yes	Guidelines say all children in class rooms and forward facing – this has been arranged. All adults reminded, where possible, to keep 2m and reduce <2m contact. PPE IS available where needed.	1x2=2

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		• risk of cross contamination. • Arrangements are reviewed regularly. • Reducing clutter and removing difficult to clean items can make cleaning easier.			
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	2x3=6	• Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services.	Yes	As every room is used, no second staffroom can be available. Staff told they need to use staggered timetable to visit staff facilities.	2x2=4
Queues for toilets and handwashing risk non-compliance with social distancing measures	2x2=4	• 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 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.	Yes	Staff to limit times of use, using staggered timetable where possible. Monitor regularly All toilets cleaned during the day as well as the end of the dat. Fogging of early years toilets takes place during the day	1x2=2

		• Promote 'catch it, bin it, Kill it'. Use of e-bug learning from Public Health England.			
Impact of any new variants of the virus on the day to day running of the school		• 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			
11. Enhanced cleaning and how it will be implemented in your school and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	1x1=1	• A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • Enhanced 'deep clean' prior to the wider opening of the school. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. • More frequent cleaning of rooms / shared areas that are used by different groups. • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned more regularly e.g. 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 cleaning capacity.	Yes	Cleaner employed to clean communal areas and toilets throughout the day. The mid day clean will take place with the cleaner wearing full PPE Staff to clean all equipment used outside after each use.	1x1=1

Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	1x1=1	• 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 • Seek support from Public Health Birmingham. Use the flowchart if a staff member or pupil displays symptoms. • Suitable PPE equipment is available if 2m from the child cannot be maintained.	Yes	Cleaner, or if not available, site managerial staff will be available	1x1=1
12. Enhanced hygiene practices and arrangements for shared items					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x2=4	• 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. • 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 Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school.	Yes	High stocks in school of soap & sanitiser. Paper towels, tissues etc on constant re-order and review.	1x2=2
Inadequate supplies and resources mean that shared items are not	2x2=4	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff	Yes	Children to have own stationery sets, named, supplied by school. Shared resources restricted and	1x2=2

cleaned after each use		• 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.		cleaned or left for 72 hours. Use of quarantine boxes for 72 hours. All staff know the measures in place.	
13. School level response for symptomatic or ill pupils or staff members					
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	2x2=4	• 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. • Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_schools_faqs • Use the flowchart from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort.	Yes	Clear plan for staff, of which staff were consulted & flowchart in offices & staffroom. Families told on letter and on website. To remind families via monthly newsletters. SLT are clear on guidelines and process	1x2=2

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		• Staff are aware of the location of the emergency PPE pack.
		• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
		• Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines
		• Report cases of to the Health Protection Team in Public Health England using the online guidance and <u>checklist</u>.
		• Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response.
		• Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per <u>guidance</u>.
		• 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/
		• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.
		   ○ *For 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* <u>schoolsafety@birmingham.gov.uk</u>*.*
		   ○ *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).*
				Staff/Catering/Cleaning/ICT issued with LFD Tests clear reporting process in place	

Arrangements to isolate individuals displaying	1x1=1	• School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised.	Yes	children will be isolated with suspect Covid-19 in breakfast club (large	1x1=1

symptoms of COVID-19 are not in place		• 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. • Additional PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.		room)until collected. The member of staff supervising will wear full PPE.	
14. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with government guidelines	1x1=1	• 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 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.	Yes	Good stock of PPE for situations where it is required – ie medical, personal care. If face shields worn to be combined with mask	1x1=1

		• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance.			
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	1x1=1	• 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: • 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).	Yes	Good stock of PPE for situations where it is required	1x1=1
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	1x2=2	• Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.	Yes	All works booked essential. Most booked during holidays away from children and staff. Areas to be thoroughly cleaned after work completed before staff/ children return to the area. Contractors use entrance/ exit nearest area of works and to be supervised on and off site. If it is necessary for them to access school when school in progress, staff will be alerted in the area that that contractors are passing through.	1x1=1

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		• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works and associated risk assessments. • Where BCC is the building owner the *landlord approval process* has been undertaken when required i.e. any works likely to disturb the fabric of the building.			

Fire procedures are not appropriate to cover new arrangements	1x2=2	• Fire procedures have been reviewed and revised where required, due to:
		  o Changes to numbers of pupils/staff
		  o Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes
		  o Social distancing rules during evacuation and at muster points
		  o Possible need for additional muster point(s) to enable social distancing where possible
		• Staff, pupils and governors have been briefed on any new evacuation procedures.
		• Incident controllers have been trained and briefed appropriately.
		• Fire drill arranged in line with Covid plan.
			Yes	Fire procedures reviewed – usual procedures are appropriate due to each year group/ area having own exit to Evacuation Point	1x1=1

Fire evacuation drills - unable to apply social distancing effectively	2x2=4	• Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required.	Yes	Practice drill, remind children throughout about distancing – probable younger children may not keep to distancing.	1x2=2
Statutory compliance has not been completed due to the availability of	1x1=1	• All statutory compliance is up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella	Yes	All statutory compliance up to date and checked HT and SBM	1x1=1

contractors during lockdown		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 • LA support is in place.			
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	3x2=6	• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • NS/NC are aware of financial support available to support sustainability	Yes	Budgets reviewed and adjusted to ensure costs are absorbed. Reduced cost centres if needed in different areas to allow absorption Claim to DFE for additional expenditure for £15,000 when the next round for claims open place claim for School FSM vouchers	2x2=4
16. Impact on staff and pupils with protected characteristics and adapting your approach					

Considerations
- Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease.
- There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.

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- 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, 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.

Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff	1x2=2	• An equality impact assessment is undertaken for the school's staff and pupils. • All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. • Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. • Seek advice from Occupational Health Service if required.	Yes	All staff reviewed and spoken with – four staff are CEV but aim to return to work 1/4/21 and will have a review after 1st week with SLT. All medications in school reviewed and potentially vulnerable children have had families contacted. To review with Pastoral team weekly. Parents of CEV children contacted	1x2=2
Staff, particularly those from BAME heritage, are reluctant to attend school due to the	1x2=2	• 1 of BAME staff • 0 of BAME staff assessed as clinically extremely vulnerable and required to remain at home • No. of BAME staff able to return but requiring additional support	Yes	All staff spoken to and supported. Ind situations taken into consideration with the member of staff.	1x2=2

media coverage on deaths related to coronavirus and the new variants		• 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. Discuss published risk assessments with staff.		EAP in place + additional therapist if required. Wellbeing audit.	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus and the new variants	2x2=4	• 72 of BAME pupils • 0 of BAME pupils risk assessed as clinically extremely vulnerable and required to remain at home 0 of 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. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils. • Resources/websites to support parent and pupil anxiety are provided. • Signpost parent/carers to published risk assessment.	Yes	Pastoral & counsellor support in place. Pastoral Team have taken part in different CPD/ webinars on supporting families in different situations.	2x2=4
Parents do not follow advice on social distancing when visiting the school	2x3=6	• Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. • Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce	Yes	Communicated to parents/ carers clearly – continue to reinforce with staff presence and messages via Group call, email & Twitter. Office will inform visitors clearly of expectations and	2x2=4

		gatherings. • Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u>.		procedures. Glass screen in front entrance hall to ensure social distancing can be adhered to. All visitors to wear protective face coverings(visors/face mask) and complete a track and trace form.	

17. Working with other school-based provision

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	2x2=4	• 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>.	Yes	Policies have been reviewed and amended/had a codicil where appropriate – some have not changed as still appropriate. Addendum for current safeguarding policy adopted.	2x1=2

Risks are not comprehensively assessed in every area of the school	2x2=4	• Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:
		  o Different areas of the school including any Early Years and
		  o When pupils enter and leave school
		  o During movement around school
		  o During break and lunch times
		  o Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used
			Yes	RA to be reviewed weekly with SLT.
				All research & guidance reviewed
				See section 12.
					2x1=2

18. Home to School Transport

Urban Transport Group released a <u>briefing in May 2020</u> requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.

Keys points include:
- Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.
- As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.
- In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.

For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.

| Pick up and drop off times | 2x2=4 | • Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment.
• Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times.
• 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.
• Stagger start and finish times to ease pavement congestion and reduce journeys on public transport during peak hours.
• 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.
• Consideration of emergency school streets measures as identified in the Emergency Birmingham Transport Plan including Car Free School Streets, parking restrictions and reducing speed limits.
• If appropriate, consider putting into a place one-way | Yes | Clearly communicated to families via email/ letter. Reminder messages as required. Staff placed to ensure instructions followed. Staggered timings

 Review arrangements at end of each day in first instance and make necessary changes. | 1x2=2 |

		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) reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.			
Children arriving late as a result of journey to school	1x1=1	• 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. • Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers • Ensure that transport arrangements cater for any changes to start and finish times. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific	Yes	To come through main entrance – clear 1 way system in place. Communicated to families via letter 3/3/21& reminders will be sent as appropriate.	1x1=1

		times in order to avoid pavement congestion. •			
19. Contingency planning for local or national lockdown					

No plan in place if an outbreak or lockdown should occur		• School Business Continuity Plan has been updated.
		• Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure).
		• 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 action planning for local/bubble lockdown or outbreak.
		• Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care).
		• Preparation for learning continuity in the event of local or bubble lockdown
		   o 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.
		   o Remote learning packages ready to offer where there is an outbreak as part of business continuity. Consideration of remote learning for young pupils or those with SEND.
		• Information and guidance 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.			

20. Coronavirus (COVID-19) asymptomatic testing in schools					

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	3x2=6	• Plans are in place for staff in primary schools to continue to test with LFDs twice a week at home, as per DfE guidance • 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.	Yes	Staff and contractors participating in twice weekly LFD test	2x2=4
a. **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	2x3=6	• BCC staff visiting schools is 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.	Yes	Track and trace log updated to reflect LFD results Regular visitors provided with LFD tests and report results to school.	2x2=4