

# Tile Cross - Risk Assessment



## RISK Assessment Tool (V5)

### Introduction

The government plan is for the return of all pupils from September 2020: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 and has been updated on later guidance from 27<sup>th</sup> July 2020. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Separate guidance is available for Special Schools and is not considered in this tool.

Any updates to the Risk Assessment will be identified in the version control table from p6 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.



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

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

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

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

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
<b>Example:</b> <b>Slips, trips and falls</b> <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"> <li><i>Cleaning regime in place.</i></li> <li><i>Correct safe substance used for surfaces.</i></li> <li><i>Signage available.</i></li> <li><i>Cleaners have received training.</i></li> <li><i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li><i>Undertake specific risk assessment on snow and ice.</i></li> <li><i>Remove all trailing cables in admin office.</i></li> </ul>	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

#### Links to DfE Guidance

As new guidance is produced weekly, please refer to [www.gov.uk](http://www.gov.uk) for updates  
Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches

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

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments>

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

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

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

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

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

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

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

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

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications> (added in v2)

Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (added in v2)

<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> (added in v2)

<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19> (added in v4)

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19> (added in v4)

<https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19> (added in v4)

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

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings>

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

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

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

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	<p><a href="https://www.gov.uk/government/news/update-on-face-coverings-in-schools">https://www.gov.uk/government/news/update-on-face-coverings-in-schools</a></p> <p><a href="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">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</a></p>
<b>Governance and other resources</b>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: <a href="https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools">https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</a> (added in v3)</p> <p>Safeguarding policy addendum: <a href="https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum">https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</a> (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a> (added in v2)</p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p>

Version No.	Page – Edits (page numbers may alter as later editions are made)	Published
1	Original	07/07/2020
2	<p>P5 weblink for EYFS disapplication doc added</p> <p>P5 weblink for new safeguarding guidance from September 2020 added</p> <p>P5 weblink to new guidance for clinically vulnerable and shielding added</p> <p>P5 added in details to contact Education Safeguarding team</p> <p>P7 weblink to document on shielding added</p> <p>P8 reference to carrying out speedy admissions for particularly vulnerable children</p> <p>P8 NEF contact added</p> <p>P9 EY duty email address added</p> <p>P10 reference to handwashing supervision for EYFS added</p> <p>P12 single child use bedding added</p> <p>P12 hygienic storage or personal items added</p> <p>P13 reminder for staff to be aware of procedures if they or a child show symptoms</p> <p>P15 reference to a new safeguarding model from September 2020; awaiting imminent approval</p>	Dated 09/07/2020, Published 10/07/2020

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	<p>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>	
<p><b>3</b></p>	<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 &amp; 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 in light of Covid-19 arrangements, review meetings needed with parents and regular support with services                  P19 Ensure health &amp; 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 sufficient 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                  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</p>	<p>17/07/2020</p>

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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
<b>1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>Lack of certainty over returning numbers</b>	4x2 = 8 High	<ul style="list-style-type: none"> <li>• Planning for full attendance of all year groups</li> <li>• Phased return arrangements in place for year groups / pupils</li> <li>• Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>• Requests for support for vulnerable families sent through Early Help Hubs</li> <li>• Any specialist equipment required is returned to school/additional equipment made available to support return</li> <li>• Home to school transport in place where required</li> <li>• Readiness to implement Test and Trace as set out in section 7 the latest <a href="#">guidance</a>.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Letters going home to parents to inform and support them regarding students return to school.</li> <li>• Pastoral team to phone vulnerable students.</li> <li>• Pastoral team identifying students who remain shielded at home – number to be confirmed in September.</li> <li>• PSHE return to school programme in place to support all children's transition back in to school.</li> </ul>	3x2 = 6 Med
<b>Number of staff available is lower than that required to teach classes in school</b> <i>(cross reference with risk assessment on staff health and wellbeing)</i>	3x2 = 6 Med	<ul style="list-style-type: none"> <li>• 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 1<sup>st</sup> Aid (for under 2 year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc</li> <li>• <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</li> <li>• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>• Contingency planning with LA is in place and additional resource identified</li> <li>• Size of Bubbles is increased, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Secure funding for supply staff where necessary.</li> <li>• Timetable has been amended to reduce teaching hours and change teaching groups</li> <li>• Staff can support with cover through 1 in 6 and if staff are under teaching allocation</li> <li>• Asking all staff to keep line managers and A Hughes informed of health status, and give immediate notice if Track and Trace self-isolation is implemented.</li> <li>• Contingency plans for</li> </ul>	3x1 = 3 Low

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		<ul style="list-style-type: none"> <li>mixed groups for specialist teaching, wrap around care and transport</li> <li>Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</li> <li>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.</li> <li>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.</li> <li>Consideration of available testing for school staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> </ul>		<ul style="list-style-type: none"> <li>temporary working from home/remote/blended learning for some year groups in place.</li> <li>SLT will ensure a robust remote learning model continues to be available and ready to operate at very short notice, including timetabled remote live teaching where appropriate.</li> </ul>	
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	1x1 = 1 Low	<ul style="list-style-type: none"> <li>Review in-year school admissions expectation with key admission staff.</li> <li>Ensure key school contact and related resources in place.</li> <li>Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2)</li> <li>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.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All normal admissions procedures remain in place.</li> </ul>	1x1 = 1 Low
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					
<b>Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group</b>	4x3 = 12 Very High	<ul style="list-style-type: none"> <li>SLT and site management team meeting to review school site and specify entry/exit points and classroom use</li> <li>A range of designated classrooms being fully utilised for each year group and reorganised to allow front facing desks</li> <li>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).</li> <li>All children and staff can be accommodated in school on any given</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Secondary - divided the school up to accommodate year group bubbles. Children will remain in mainly one classroom for teaching but will move for PE, D&amp;T, some science lessons and Option subjects</li> <li>Staggered start and finish</li> </ul>	1x3 = 3 Low

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		<p>day. Teaching will move between classrooms to support with reduced movement of students</p> <ul style="list-style-type: none"> <li>• A range of unused classrooms that could be utilised</li> <li>• Engagement of appropriate services for families not engaging</li> <li>• Curriculum leads in school meet regularly to review impact of plan</li> </ul>		<p>times to manage social distancing between bubbles.</p> <ul style="list-style-type: none"> <li>• Outside space being segregated to ensure social distancing at break/lunch.</li> <li>• Lunch menu redesigned to provide hot lunches that can be served quickly following H&amp;S guidance. Additional time allocated between lunch times to clean down spaces.</li> <li>• Teacher 'safe zones' to be taped off in each class room.</li> <li>• Targeted rooms to be utilised as work spaces for staff and first aid issues where needed.</li> </ul>	
<p><b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b></p>	<p>4x3=12 Very High</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each learning zone</li> <li>• Arrangements in place to support pupils when not at school with remote learning at home.</li> <li>• In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils.</li> <li>• Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual.</li> <li>• Consideration of staffing changes to cover absence.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Hand washing and toilet facilities for staff and students will be identified and will require continual cleaning throughout the day.</li> <li>• Investigating the viability of outside sinks/sanitising stations.</li> <li>• All classrooms will be provided with hand sanitising stations and these will also be positioned at key points throughout the school</li> <li>• Signs will be positioned to remind about social distancing and inform</li> </ul>	<p>2x3=6 Med</p>

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		<ul style="list-style-type: none"> <li>Encourage use of outdoor space, weather dependent</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> <li>Limit lunch menus as to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>Consider lunchtimes in the classroom for younger year groups.</li> <li>Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. (added in v3)</li> </ul>		<p>directions around site etc.</p> <ul style="list-style-type: none"> <li>Classrooms will be reconfigured to ensure desks are front facing and teacher space is created.</li> <li>Split lunches will be created so only one year group is on at one time. Duty rotas will be in place to support with this process.</li> </ul>	
<b>There is a need for review use of space to allow for the school to fully operational</b>	1x2=2 Low	<ul style="list-style-type: none"> <li>Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>Large gatherings, assemblies or collective worship to be avoided with more than one group.</li> <li>Design layout and arrangements in place to enable social distancing.</li> <li>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.</li> <li>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 <a href="#">Annex B</a> of the guidance.</li> <li>Careful consideration of how to minimise risk from music classes eg. singing, chanting, playing wind or brass instruments or shouting.</li> <li>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 <a href="#">guidance</a> on phased return of sports.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Spaces are to be timetabled to accommodate teaching and whole school events.</li> <li>This may become an issue if large numbers of last year's Y11 students decide to re-sit in the range of subjects being offered in the Autumn term = worst case scenario 120 additional students in school doing re-sit exams.</li> </ul>	1x1=1 Low
<b>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</b>					
<b>Parents and carers are not fully informed of the health and safety</b>	1x3 = 3 Low	<ul style="list-style-type: none"> <li>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</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All information posted on the school website. Further</li> </ul>	1x2 =2 Low

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requirements for the reopening of the school		<ul style="list-style-type: none"> <li>using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils.</li> <li>Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>Advice is made available to parents on arrangements testing for COVID-19</li> <li>Clarify arrangements for pick-up/drop-off, breaktimes and lunchtimes</li> <li>For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> </ul>		<ul style="list-style-type: none"> <li>information shared in letters and via text message.</li> <li>Specific guidance issued to all students at beginning of term and at regular intervals onwards</li> <li>Parent handbook will be sent home and be posted on the website.</li> </ul>	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	3x4=12 Very High	<ul style="list-style-type: none"> <li>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.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy</li> <li>Ensure contact details of families are up to date.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Detailed information to be sent to parents at beginning of term and at regular intervals</li> <li>Attendance and illness will be followed up carefully to identify students who may be showing signs of symptoms</li> </ul>	2x3=6
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	3x2=6 Med	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection</li> <li>Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual.</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> <li>Information about how to <u>connect families to local support is available here.</u></li> </ul>	Yes	<ul style="list-style-type: none"> <li>Students will be in full school uniform but regular changes in clothes associated with uniform (shirts/trousers etc) will be requested, (with the exception of blazer and outside coats)</li> <li>Students will come to school in PE kits one day per week to undertake activities.</li> </ul>	1x2=2 Low
<b>4. The school day</b> This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
The start and end of the school day create risks of breaching social distancing	4x2=8 High	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Bells will be removed to support a calm atmosphere around the school</li> </ul>	2x2=4 Low

# Tile Cross - Risk Assessment



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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
guidelines		<ul style="list-style-type: none"> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>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.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>		<ul style="list-style-type: none"> <li>Different entrances/exits utilised at start and end of day</li> <li>Staff duty teams will manage entry/exit as on site, and additional duty team staff will be available to encourage social distancing as students approach and depart from site.</li> <li>Site will be reorganised with appropriate signage and floor markings visible throughout.</li> </ul>	
Daily attendance registers for new cohorts are not in place	2x3=6 Med	<ul style="list-style-type: none"> <li>Attendance Leads responsible for completion of school daily attendance registers</li> <li>Attendance Leads responsible for completion of DfE daily submission (if applicable)</li> <li>Regular reporting and monitoring of attendance to responsible body and follow up with families factored into workload.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Attendance leads supported by heads of house will keep a careful track on attendance</li> <li>Daily reports to be generated and systems in place to follow up on absent students</li> </ul>	1x1=1 Low
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2x4=8 High	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Ensure contact details of families are up to date.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Additional guidance and training delivered through training sessions, briefings and meetings.</li> <li>New addendum to attendance policy will be in place for September.</li> </ul>	1x4=4 Low
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					

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Pupils eligible for free school meals do not continue to receive vouchers	2x3=6 Med	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>	Yes	<ul style="list-style-type: none"> <li>All students entitled to FSM have been provided with vouchers throughout lockdown and the summer holidays.</li> <li>FSM will be provided in school from September.</li> <li>Applications have been made to Early Help Hubs and have been successful.</li> </ul>	1x2=2 Low
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	4x2=8 High	<ul style="list-style-type: none"> <li>Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVI's and Childminders.</li> <li>Offer services on rotational basis. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible.</li> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA and other voluntary agencies</li> </ul>	No	<ul style="list-style-type: none"> <li>No breakfast facilities will be able to be provided before school during the initial phases of reopening our school. This will be communicated to parents.</li> <li>Break times have been reorganised to support having access to food and relaxation time.</li> </ul>	3x2=6 Med  (This will change when provision becomes available)
Meals are not available for all children in school	2x3=6 Med	<ul style="list-style-type: none"> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> <li>Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Catering provision has been made available at breaks and lunchtimes for all students.</li> <li>Special menus will be designed to support students in having access to hot meals</li> </ul>	1x1=1 Low
<b>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</b>					

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Consider alongside: <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x4=12 High	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>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</li> <li>Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Updated policies, addendums and procedures to be shared with staff, students and parents/carers in September.</li> <li>Training in place for all staff and DSLs to support in contacting families who are not attending school</li> </ul>	1x4=4 Low
High risk of increased disclosures from returning pupils	2x4=8 High	<ul style="list-style-type: none"> <li>DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>School is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff and DSL's will need further guidance and training in September – in-light of new form groups and pastoral arrangements.</li> </ul>	3x2=6 Med
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	2x3=6 Low	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff training regarding these issues have been undertaken via online platforms during lockdown</li> <li>Staff training at beginning of Year will highlight these areas of concern</li> <li>PHSE sessions will support students with bereavement and impact of Covid-19.</li> </ul>	1x2=2 Low

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<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	4x4=16 Very High	<ul style="list-style-type: none"> <li>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.</li> <li>Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>Staff model social distancing consistently.</li> <li>The movement of pupils around the school is minimised.</li> <li>Large gatherings are avoided.</li> <li>Break times and lunch times are structured and closely supervised.</li> <li>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.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Students will be constantly reminded of the need for social distancing at beginning and throughout the academic year.</li> <li>Addendum to behaviour policy to be updated for September</li> <li>Students who actively seek to break these rules will be dealt with in accordance with the behaviour policy.</li> <li>The likelihood therefore of students being in a position to not comply with social distancing during school time is minimal, although we understand that we have limited capacity to manage the students' social distancing on the journey to/from school and immediately outside the school premises</li> </ul>	1x4=4 Low
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	4x2=8 High	<ul style="list-style-type: none"> <li>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</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Although the likelihood of gaps having widened is high, the school has made every provision where possible to continue to deliver remote teaching and learning</li> </ul>	3x2=6 Med

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		<p>education for secondary aged.</p> <ul style="list-style-type: none"> <li>For pupils in year 7, it may be necessary to address gaps in English and maths from the key stage 2 curriculum.</li> <li>Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty.</li> <li>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.</li> <li>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.</li> <li>Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations.</li> <li>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.</li> <li>Exam syllabi are covered where appropriate</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning</li> <li>Consider the response to young children who have fallen behind in their self-care skills</li> <li>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school</li> </ul>		<p>opportunities throughout the lockdown. This should stand students in relatively good stead when they make their transition back into school. Core subjects are re-designing their curriculums to focus on essential knowledge and skills and support rapid catch up.</p> <ul style="list-style-type: none"> <li>SIP includes plans to use new Government funding to support catch-up.</li> <li>Additional resources have been purchased to support students continued work at home outside of school hours.</li> </ul>	
School unable to meet full provision required in line with EHCP	2x3=6 Med	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Work with our EHCP students has been ongoing throughout lockdown. Students have had regular phone calls and have had opportunities to attend school</li> </ul>	1x3=3 Low

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		<ul style="list-style-type: none"> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel/ Early Years Inclusion Support Service</li> </ul>			
<b>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</b>	2x3=6 Med	<ul style="list-style-type: none"> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>	Yes	<ul style="list-style-type: none"> <li>T&amp;L lead will ensure that provision remains in place for remote teaching/blended learning for pupils who can't attend school, including Oak Academy and MS Teams live teaching where appropriate.</li> </ul>	1x3=3 Low
<b>Remote learning curriculum, online resources and other resources are not in place if local or national lockdown is re-introduced</b>	2x3=6 Med	<ul style="list-style-type: none"> <li>All current procedures and access will be retained for immediate and wide-scale re-launch if necessary.</li> <li>Further developments in live teaching, audio lessons, YouTube streaming and assemblies etc will continue</li> </ul>	Yes	<ul style="list-style-type: none"> <li>SLT lead for Teaching and Learning will develop plans for full remote learning programme</li> <li>Trials during lockdown will mean more students will possibly be able to access live lessons if studying from home.</li> </ul>	1x3=3 Low
<b>Remote learning and Online Live Lessons</b>	2x3=6 Med	<ul style="list-style-type: none"> <li>Privacy of staff, students and their families impinged causing distress or safe guarding issue.</li> <li>Behaviour issues related to the use of ICT (e.g recording, inappropriate screen sharing).</li> </ul>		<ul style="list-style-type: none"> <li>Clear Guidelines - shared with union representatives - given to teachers to reduce risk.</li> <li>To include references to WHMAT staff code of conduct. Safe guarding and social media policies and the Working From Home Data Protection Guidance distributed to all staff in March.</li> <li>Clear guidelines shared with parents and students, including that all lessons will be recorded for safety</li> </ul>	1x3=3 Low

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				purposes. Software in use selected to maximise teacher control/minimise risk.	
<b>Pupils moving on to the next phase in their education are ill-prepared for transition</b>	4x2=8 High	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Have participated in the BEP working party for transition, with specific focus on Y6-Y7</li> <li>Provision planned for destination guidance for Y11 using our careers provider. All students in Year 11 have had phone calls to support them in the post-16 studies. This will continue in September</li> </ul>	3x2=6 Med
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
<b>Staffing levels can't be maintained</b>	3x4=12 Very High	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from WHMAT to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of responsible body kept informed throughout</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Secure funding for supply staff where necessary.</li> <li>Timetable has been amended to reduce teaching hours and change teaching groups</li> <li>Staff can support with cover through 1 in 6 and if staff are under teaching allocation</li> <li>Asking all staff to keep line managers and A Hughes informed of health status, and give immediate notice if Track and Trace self-isolation is implemented.</li> </ul>	2x3=6 Med
<b>Identify staff unable to return to school</b>	3x4=12 Very High	<ul style="list-style-type: none"> <li>All staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff who are clinically vulnerable and/or extremely vulnerable have been contacted about returning to</li> </ul>	2x3=6 Med

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		<ul style="list-style-type: none"> <li>Identify specific activities for staff who are vulnerable/shielded</li> </ul>		<p>work. All are happy to return to work. Conversations will be followed up in September to develop individual risk assessments and support these staff in returning to work.</p> <ul style="list-style-type: none"> <li>Pregnant women in third trimester have been advised to work from home.</li> </ul>	
Staff are insufficiently briefed on expectations	2x3=6 Med	<ul style="list-style-type: none"> <li>Staff receive daily/weekly briefings on day to day school matters</li> <li>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.</li> <li>Ensure health &amp; wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. (added in v3)</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>Staff workload expectations are clearly communicated</li> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> </ul>	Yes	<ul style="list-style-type: none"> <li>This has been done throughout lockdown via weekly e-mails and targeted online meeting sessions</li> <li>Phased wellbeing return to work plan has been designed.</li> <li>Regular staff contact will be made on return to school to support in welcoming staff back</li> </ul>	1x1=1 Low
<p><b>10. Protective measures and hygiene</b>            This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and	3x2=6 Med	<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>The movement of pupils around school is minimised as much as possible.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Most of the time, students will remain in one base for their learning. When they do move this will be supported by staff being on corridors and at key points in buildings,</li> <li>Directions around school site are being designed and this will be clearly labelled</li> </ul>	2x2=2 Low

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lunch times		<ul style="list-style-type: none"> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Agree how safety measures and messages will be implemented and displayed around school</li> </ul>		throughout the school. <ul style="list-style-type: none"> <li>Students and staff will be informed of all of these arrangements at the beginning of term.</li> </ul>	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	3x3=9 High	<ul style="list-style-type: none"> <li>Classroom base arrangements in place.</li> <li>Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> <li>Arrangements are reviewed regularly.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Classrooms are to be reconfigured to support teaching and staff work spaces will be created.</li> <li>Classroom toolkits will be provided and students will be given their own equipment</li> <li>Arrangements will be reviewed at regular intervals.</li> </ul>	1x3=3 Low
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	3x4=12 Very High	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Work spaces for staff when they are not teaching will be created.</li> </ul>	1x4=4 Low
Queues for toilets and handwashing risk non-compliance with social distancing measures	4x4=12 Very High	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Primary Phase have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</li> <li>Floor markings are in place to promote social distancing.</li> <li>Pupils and staff know that they can only use the toilet one at a time.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently to take account for the number of pupils accessing the facilities.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Queuing for toilets at break and lunchtimes will be supported by staff on duty.</li> <li>Designated queue lines will be created and this will be monitored closely</li> <li>Students will be discouraged from using toilets during lesson times when appropriate.</li> <li>Toilets will be regularly cleaned on monitored for soap etc</li> </ul>	2x3=6 Med

# Tile Cross - Risk Assessment



## RISK Assessment Tool (V5)

12/08/2020

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
		<ul style="list-style-type: none"> <li>Children are encouraged not to touch peers.</li> <li>Provision of hand gel is made available where there are no hand washing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> <li>Promote 'catch it, bin it, Kill it'. Use of <a href="#">e-bug</a> learning from Public Health England.</li> </ul>			
<b>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</b>					
<b>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</b>	3x3=9 High	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) prior to September opening.</li> <li>Enhanced 'deep clean' to take place prior to the wider opening of the school.</li> <li>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.</li> <li>Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff.</li> <li>Toilets to be cleaned every morning break, lunchtime and at the end of the school day.</li> <li>Outdoor playground equipment should be more frequently cleaned.</li> <li>Seek LA support to manage insufficient capacity</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Deep clean of school will have been undertaken before students and staff return to school</li> <li>A cleaner will be onsite everyday to support site staff with the cleaning of toilets and key touch points.</li> <li>Cleaning schedule to be provided from estates team</li> <li>A cleaning kit will be available in all classrooms to support where needed throughout the day.</li> <li>Bins available in all classrooms and waste disposed of carefully</li> </ul>	1x3=3 Low
<b>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school</b>	3x4=12 High	<ul style="list-style-type: none"> <li>Site teams are aware of the guidance for cleaning of non-healthcare settings <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>Sufficient and suitable equipment is available for the required clean</li> <li>Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Estates team have plans in place for deep cleans of schools if a student or member of staff is tested positive</li> <li>Disposal of waste arrangements have been made by estates team</li> </ul>	1x4=4 Low

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12/08/2020

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		<ul style="list-style-type: none"> <li>Seek support from Public Health Birmingham. Use the <a href="#">flowchart</a> if a staff member or pupil displays symptoms. . (added in v3)</li> <li>For EY suitable PPE equipment is available if a distance of 2m from the child cannot be maintained.</li> </ul>			
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	3x4=12 High	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place</li> <li>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)</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school. Hand washing for 20 seconds minimum encouraged.</li> <li>Reinforce 'catch it, kill it, bin it' message</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Supplies of soap, hand sanitiser etc purchased by estates team following school request.</li> <li>Hand sanitiser will be provided in every classroom and at key points across the school site.</li> <li>Extra had washing facilities to be installed outside by school canteen.</li> <li>Posters around school site will reinforce importance of hand washing.</li> <li>Sanitising hands will become part of start and end of every lesson.</li> </ul>	1x3=3 Low
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	2x4=8 High	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>A plan is in place to clean resources which have been taken home.</li> <li>Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>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.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Classroom toolkits, teacher toolkits and individual resource kits will be provided at the start of term</li> <li>Any shared equipment in PE, D&amp;T, Art and Music will be wiped down after use with antibacterial wipes.</li> <li>Practicals in food and science will be led by teachers only during this time</li> </ul>	2x3=6 Med

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		<ul style="list-style-type: none"> <li>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</li> <li>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products</li> <li>The governing board finance committee is aware of any additional financial commitments</li> </ul>		<ul style="list-style-type: none"> <li>Classroom cleaning kits to be provided in all areas to support in wiping down surfaces where needed throughout the day</li> <li>Sit staff to ensure these are kept up to date and stocked</li> </ul>	
<b>13. School level response should someone fall ill on site in line with govt guidance</b>					
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	4x4=16 Very High	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>This guidance has been explained to staff and pupils as part of the induction process. Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected case within the pupil or staffing cohort.</li> <li>Staff are aware of the location of the emergency PPE pack.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Clear guidance given to parents at beginning of academic year.</li> <li>Handouts will be available at reception for any parent needing to collect their child from school</li> <li>Text will be sent to any parent of a child showing signs of symptoms</li> <li>Calls will be made to ensure child stays at home and followed up once test results have been received.</li> <li>Emergency PPE Packs will be available from reception and in first Aid area of school.</li> </ul>	1x3=3 Low

# Tile Cross - Risk Assessment



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12/08/2020

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
		<p>when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</p> <ul style="list-style-type: none"> <li>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 <a href="mailto:schoolsafety@birmingham.gov.uk">schoolsafety@birmingham.gov.uk</a>).</li> <li>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)</li> </ul>			
<p><b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b></p>	<p>4x4=16 Very High</p>	<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>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.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>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.</li> <li>Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul> <p>Isolation for pupils and staff in residential settings should be within the residential setting. Please refer to the follow dedicated guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</a></p>	Yes	<ul style="list-style-type: none"> <li>Fist aid areas have been created at the front of school.</li> <li>First aid room provided with full PPE equipment to support duty staff</li> <li>Conference room one available to hold students until they are collected from school.</li> <li>Areas to be fully cleaned after use,</li> </ul>	<p>2x3=6 Med</p>
<p><b>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</b></p>					

# Tile Cross - Risk Assessment



## RISK Assessment Tool (V5)

12/08/2020

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
Provision of PPE for staff where required is not in line with government guidelines	3x4=12	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood and communicated. Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection and use of PPE.</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>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.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Requirements of PPE needed has been sent to estates team</li> <li>face shields and masks will be readily available for staff use.</li> <li>Disposable masks available at reception for visitors</li> <li>Stock of face shields, masks, aprons, gloves available for first aid rooms</li> <li>Extra PPE has been ordered for technicians, cleaning staff and kitchen staff to support with their daily duties.</li> </ul>	1x3=3 Low
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"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using school's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Stock of face shields, masks, aprons, gloves available for first aid rooms</li> </ul>	1x4=4 Low
<b>15. Managing premises related issues</b>					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in	3x3=9 High	<ul style="list-style-type: none"> <li>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.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Headteacher to be informed of any building work to be undertaken during the academic year.</li> <li>Estates team to risk assess</li> </ul>	1x4=4 Low

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## RISK Assessment Tool (V5)

12/08/2020

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
operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> <li>distancing and hygiene procedures.</li> <li>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.</li> <li>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.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> <li>Were 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</li> </ul>		<ul style="list-style-type: none"> <li>measures and delay works if needed.</li> <li>All contractors must report to main reception before entering site and be brief on school covid procedures.</li> </ul>	
Fire procedures are not appropriate to cover new arrangements	3x3=9 High	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:                             <ul style="list-style-type: none"> <li>Reduced numbers of pupils/staff</li> <li>Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, pupils and governors have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Fire procedures updated for September – different muster stations being considered to support in keeping bubbles together</li> <li>Staff and students to be briefed on new arrangements.</li> <li>Displays of new procedures to be displayed around school site</li> <li>Can all students be kept separate on exiting buildings in a real emergency?</li> </ul>	2x3=6 Med

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Fire evacuation drills - unable to apply social distancing effectively	3x3=9 High	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Fire muster stations clearly marked up to support the lining up of students</li> <li>Practice fire drills undertaken to ensure all students are aware of expectations.</li> </ul>	2x3=6 Med
Fire marshals absent due to self-isolation	3x3=9 High	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>Staff appropriately trained in fire marshal duties as required.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>New fire procedures updated and marshals trained in their duties.</li> </ul>	2x3=6 Med
Statutory compliance has not been completed due to the availability of contractors during lockdown	3x3=9 High	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>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.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Estates team have been continuing with these measures during lockdown and throughout the summer holidays.</li> </ul>	1x3=3 Low
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	2x3=6 Medium	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with Trustees.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Additional costs have been identified in the purchase of resources to support with Covid-19.</li> <li>These costs will need to be redirected from other budgets to maintain a balanced budget</li> </ul>	1x3=3 Low

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

#### Considerations

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

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<p>White 65yrs old, but the biggest risk factor is existing health conditions.</p> <ul style="list-style-type: none"> <li>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.</li> <li>If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on <a href="#">living with someone who is shielded</a>.</li> <li>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.</li> </ul>					
Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	3x4=12	<ul style="list-style-type: none"> <li>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)</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>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.</li> <li>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.</li> <li>All staff who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</li> <li>Current government guidance is being applied.</li> <li>Consider advice from Public Health England regarding BAME staff in section above.</li> <li>Seek advice from Occupational Health Service</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Colleagues have been contacted by their line managers to check their wellbeing and position in relation to returning to work.</li> <li>Individual risk assessments will be undertaken where necessary to support in staff returning to work</li> </ul>	1x4=4 Low
Staff, particularly those from BAME heritage, are reluctant to attend school	3x3=9 High	<ul style="list-style-type: none"> <li>No. of BAME staff</li> <li>No. of BAME staff risk assessed and requiring to remain shielded at home</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Colleagues have been contacted by their line</li> </ul>	2x3=6 Med

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due to the media coverage on deaths related to coronavirus.		<ul style="list-style-type: none"> <li>No. of BAME staff able to return but requiring additional support</li> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>		managers to check their wellbeing and position in relation to returning to work.	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	3x3=9 High	<ul style="list-style-type: none"> <li>No of BAME pupils</li> <li>No of BAME pupils risk assessed and requiring to remain shielded at home</li> <li>No of BAME pupils able to return but requiring additional support</li> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>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</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>			2x3=6 Med
Parents do not follow advice on social distancing when visiting the school	3x2=6 Med	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time</li> <li>Arrangements for visiting the school are communicated to parents/carers</li> <li>Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Parents have been informed that they will not be allowed on site, unless they have an appointment, for secondary aged children.</li> </ul>	1x2=2 Low
<b>17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
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	2x3=6 Medium	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>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.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Any visitors on site must have a prebooked appointment.</li> <li>Visitors will be shared our school expectations via reception staff</li> <li>Visitors must be greeted by staff member who has booked them into school and</li> </ul>	1x3=3 Low

# Tile Cross - Risk Assessment



## RISK Assessment Tool (V5)

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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
				fully ensure these visitors comply with our expectations. <ul style="list-style-type: none"> <li>Some visitor appointments unless urgent will be cancelled to reduce down the amount of people on site.</li> </ul>	
<b>Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,</b>	2x3=6 Med	<ul style="list-style-type: none"> <li>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"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>Risk assessment to be checked and signed off by WHMAT Director for Estates</li> <li>Risk assessment will be reviewed and updated regularly</li> <li>Risk assessment to be shared with staff and uploaded onto school website</li> </ul>	1x4=4 Low
<b>18. Home to School Transport</b>					
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.					
<b>Keys points include:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> 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.					
<a href="http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19">http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</a>					
<b>Pick up and drop off times</b>	2x3=6 Medium	<ul style="list-style-type: none"> <li>As per <u>Government guidance</u>:                             <ul style="list-style-type: none"> <li>➤ <i>tell parents that if their child needs to be accompanied to the education</i></li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>A letter has been sent home to parents advising them</li> </ul>	1x3=3 Low

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		<p><i>or childcare setting, only one parent should attend</i></p> <ul style="list-style-type: none"> <li>➤ <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></li> <li>➤ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li>➤ <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></li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• Consider opening school gates earlier so parents can socially distance on the playground</li> <li>• Stagger start and finish times to ease pavement congestion</li> <li>• 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.</li> <li>• Organised queuing and boarding of vehicles and distancing within vehicles wherever possible.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Additional cleaning of designated school transport.</li> </ul>		<p>where to drop off and pick up safely.</p> <ul style="list-style-type: none"> <li>• This will be reinforced in September.</li> </ul>	
Children arriving late as a result of journey to school	2x2=4 Low	<ul style="list-style-type: none"> <li>• As per Government guidance: <ul style="list-style-type: none"> <li>➤ <b><i>Children, young people and parents are encouraged to walk or cycle where possible</i></b></li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Children will enter school via main reception if late so that receptionists, behind</li> </ul>	1x3=3 Low

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		<ul style="list-style-type: none"> <li>➤ ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>➤ ensure that transport arrangements cater for any changes to start and finish times</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• 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: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a></li> <li>• Use <a href="#">Modeshift STARS</a> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.</li> <li>• 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.</li> <li>• <b>For further information and guidance regarding any of the above points see:</b></li> <li>• <a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a> or contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a>. For information regarding home to school travel contact: <a href="mailto:Mark.Hudson@birmingham.gov">Mark.Hudson@birmingham.gov</a>.</li> </ul>		<p>Perspex, can admit children into school safely. Guidance managers will collect children from main reception and escort them to the zone via the allocated entrance.</p>	

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Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient	3x2=6 Medium	<ul style="list-style-type: none"> <li>Schools' individual requirements are discussed with Home to School Transport to prepare for full return.</li> <li>Schools are aware of the proposed routes and vehicle allocations for September opening</li> <li>Travel Assist and Schools will inform parents confirming the transport arrangements well before September opening</li> <li>parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers</li> </ul>	Yes		1x2=2 Low
Travel anxiety for new starters to secondary school	3x2=6 Medium	<ul style="list-style-type: none"> <li>West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <u>All are available via this link.</u></li> <li>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></li> </ul>	Yes	<ul style="list-style-type: none"> <li>These resources are published on our website and parents will be reminded again in August.</li> </ul>	2x2=4
<b>19. Contingency planning for local lockdown</b>					
No plan in place if an outbreak or local lockdown should occur		<ul style="list-style-type: none"> <li>School Business Continuity Plan has been updated</li> <li>Proposed resourcing model is in place should lockdown and partial or full closure be required</li> <li>Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.</li> <li>Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak.</li> <li>Preparation for learning continuity in the event of local or bubble lockdown (added in v4)                             <ul style="list-style-type: none"> <li>Blended learning offer to support continued delivery.</li> <li>Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity.</li> </ul> </li> </ul>	Yes		2x2=4 Low

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		<p>Consideration of remote learning for young pupils or those with SEND.</p> <p><a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>Resources have been prepared that take account of online education resources for home learning (published by DfE 24 June 2020) added in v4</li> </ul> <p><a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p> <ul style="list-style-type: none"> <li>Information and guidance have been shared to support parents and carers of children who are learning at home</li> </ul> <p><a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a> (added in v4)</p> <ul style="list-style-type: none"> <li>Resumption of original Risk Assessment to consider phased opening as appropriate</li> <li>Parents have been informed of the school's procedures for local/bubble lockdown</li> <li>Response has taken account of the information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak published on 22 May 2020</li> </ul>			