

Wilson Stuart School/ college, The Hive College and BlueSky Nursery- Reengagement Risk Assessment

Contents Page	
Content	Starting Page of Section
Introduction including description of Risks and how to Score	2
Links to related guidance notes and governance support	5
Version Control table	7
1. Identify numbers of students returning and staffing resource.	8
2. Plan how the whole school/ college will be accommodated and encourage attendance.	12
3. Communications with families and students	15
4. The School/ college Day including social distancing.	17
5. Provision for meals and FSM	18
6. Safeguarding provision to support returning children and increased referrals	19
7. Behaviour policies reflect the new rules and routines.	20
8. Curriculum priorities	21
9. Content and timing of staff communications	24
10. Protective Measures and Hygiene	25
11. Enhanced Cleaning	28
12. Enhanced Hygiene Measures and arrangements for shared items	29
13. School/ college level response for symptomatic or ill students or staff members	30
14. Personal Protective Equipment for Staff	32
15. Premises related issues including fire safety.	33
16. Impact on staff and students with protected characteristics and adapting your approach.	35
17. Working with other school/ college-based provision	38
18. Home to School/ college transport	38
19. Contingency planning for local or national lockdown	42

Introduction

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

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

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

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

School/ college employers and leaders are required by law to think about the risks the staff and students face and do everything reasonably practicable to minimise them, recognising they cannot eliminate the risk of coronavirus (COVID-19). School/ college 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/ college COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

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

https://www.birmingham.gov.uk/COVID-19_school/colleges_faqs.

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19. It is provided to help school/ colleges to prepare and decide arrangements for an increased number of children attending/returning to school/ college. 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 School/ colleges and Nursery Classes. Additional guidance for [Special School/ colleges](#) (and specialist provision) should also be considered as appropriate.

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/ college's workforce. If possible, school/ colleges should consider publishing

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

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

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

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

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

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

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

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

DRAFT

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

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

	<p>School/ college reports: https://www.gov.uk/guidance/school/college-reports-on-student-performance-guide-for-headteachers</p> <p>Safeguarding and remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>EYFS disapplication: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Keeping children safe in education for school/ colleges and staff: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>Shielding and guidance for CEV: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Curriculum and teaching guidance: https://www.gov.uk/guidance/remote-education-practice-for-school/colleges-during-coronavirus-covid-19</p> <p>Remote learning support for school/ colleges and staff: https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</p> <p>Remote learning support for parents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</p> <p>Transport to school/ colleges: https://www.gov.uk/government/publications/transport-to-school/college-and-other-places-of-education-autumn-term-2020/transport-to-school/college-and-other-places-of-education-autumn-term-2020</p> <p>General travel guidance: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Recording attendance: https://www.gov.uk/government/publications/school/college-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</p>
--	---

Governance and other resources	<p>Link to Public Health flowchart in case of coronavirus symptoms within students or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_school_colleges</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</p> <p>Useful contacts in BCC:</p> <ul style="list-style-type: none">• If subscribing school/ colleges have questions / queries about governance, contact School/ college and Governor Support (S&GS) at governors@birmingham.gov.uk• Nursery School/ colleges and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk• Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk <p>Other resources:</p> <p>ACAS guidance on mental health: https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</p> <p>HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm</p> <p>NAHT guidance on health and safety duties and school/ colleges: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-school_colleges/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</p>
---------------------------------------	---

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify numbers of students returning and staffing resource					
Lack of certainty over returning numbers	3x2=6	<ul style="list-style-type: none"> • Planning for full attendance of all year groups and complete the daily DfE attendance return. All children have invited to return to Wilson Stuart School/ college, the Hive College and Blue Sky Nursery. • All parents have completed a form to assess the number of children returning to school/ college on March 8th, 2021. • Good record keeping for attendance. Attendance is monitored daily by the class team and then the administration staff. Attendance is followed up by Senior management if nonattendance is registered and no reason why the child is not in school/ college. • All students will return on the 8th of March and testing arrangements are in place for secondary aged students to accommodate onsite LFD testing for 8th March start. • Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school/ college. • Testing is voluntary and requires consent. This has been sent out to all students who are returning to school/ college. • Sufficient access/supply is available to carry out the 3 tests at school/ college for each student. The testing kits have been delivered to school/ college and will be distributed by Tom Elmes and Nici Cutler in College. • Home testing arrangements for students are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school/ college/ college). • Children aged 11 attending a secondary school/ college should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Students aged 18 and over should self-test and report the result, with assistance if needed. 	Yes		2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> • Staff, students, and families are clear on reporting arrangements following the outcome of the tests. Students should share their result, whether void, positive or negative, with their school/ college to help with contact tracing. Students with positive tests will need to self-isolate in Tomkinson tower and follow the flow diagrams. • Arrangements are in place for students testing positive in school/ college/ college to be isolated until they are collected from school/ college by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school/ college. • Good record keeping on testing within school/ college and with PH. • Support for student/parent anxiety about return to school/ college whilst enforcing mandatory attendance (testing is voluntary and requires consent). • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school/ college and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school/ college. • Requests for support for vulnerable families sent through Early Help Hubs and individual student risk assessments carried out. Efforts continue to improve the attendance of vulnerable students and those from disadvantaged backgrounds. • We will now have access to home testing kits for all staff (all bubbles) for twice a week testing. This will start on 8th March 2021 and training videos will be circulated once the tests arrive. • Test results must be logged on the Track and Trace website 			
--	--	---	--	--	--

		<p>in the test pack and also on the staff section of the school/ college website, 'Home LFT' tab.</p> <ul style="list-style-type: none"> • We will only be doing nose swabs as we do currently with the lateral flow tests and not throat swabs. • We will be managing 3 x onsite tests for Year 7 students and older in first 2 weeks for all students (3 days minimum apart). We will resend the consent form to those parents who have not responded. • Students will switch to home testing from 15th March onwards. • We will send a message to parents sharing our own training video (in multiple languages). We will insist they do it at home, but we will try to give them an option for us to do it in school/ college if a family are really struggling, but this should not be advertised as we want the tests to be done at home wherever possible to free up staff time in school/ college/ college. • Under the new guidance, any staff member or parent opening a test at home has a legal commitment to log the result themselves online within 24 hours and is giving consent for the test by opening the pack. • Primary students will not be tested. • We will collapse the on-site Test Centres from 22nd March into a smaller space (TBC) and then we will just have testing available for any late returning students to do their 3 on-site tests and any families who are struggling with twice weekly home testing in an emergency only. • The cleaning schedule for test centre will involve a full clean between class groups and be signed off by the Test Centre staff for first 2 weeks and a permanent air sanitiser will be in place by 			
--	--	--	--	--	--

		<p>the Test Centre admin desk.</p> <ul style="list-style-type: none"> Any Lateral flow positive tests (at home or in school/ college/ college) need to then be confirmed with a PCR test which will be booked at an external test centre outside of school/ college. Parents who have opted to home educate their child should be encouraged to send their children to school/ college, particularly those who are vulnerable. Any specialist equipment required is returned to school/ college site. A member of staff has been identified- G. Stokes. Some students 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 students with education, health and care plans can be found in Section 8 of the guidance for special school/ colleges. Books Beyond words support and advice is available on the school/ college website. Home to School/ college/ college transport in place where required. School/ college/ college has liaised with the transport company to ensure all children will be picked up at appropriate time. All children will still travel in the designated bubbles/Secondary and primary. The Hive college are transported separately. Preparedness to implement Test and Trace as set out the latest guidance. 			
Number of staff available is lower than that required to teach classes in school/ college	$3 \times 2 = 6$				$2 \times 2 = 4$

For special school/ colleges, specialist post-16, alternative provision and hospital school/ colleges	$4 \times 2 = 8$	<ul style="list-style-type: none"> • All students risk assessed and discussed at panel. Student level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible. • On site and remote learning arrangements in place for each student. • Home to school/ college transport mitigations in place. • Specialist equipment returned to school/ college/additional equipment made available to support return. 8 Primary students Secondary students • Efforts continue to improve the attendance on site of vulnerable students and those from disadvantaged backgrounds, working with families and social workers. • Students must attend school/ college / college. Normal attendance monitoring processes should apply (A new attendance flowchart will be adjusted for 8th March and sent out by Tom). • You will need to ask families in safe and well calls whether they are intending to send their child in from 8th March onwards (see form in email). Families will be asked a list of questions and logged on a Microsoft Form. • However, as a Trust, we will not be going down the legal route if a students' attendance is low. If no good reason for non-attendance is given, we will create a list of key families not engaging and then use our family engagement support processes to communicate with parents and then we will engage Social Services if required. • We can now request shielding letters. A process has been put in place for this using the form in the email. Key workers will need to request a picture of any letters which are then to be uploaded 			$2 \times 2 = 4$
--	------------------	--	--	--	------------------

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p>onto CPOMS?</p> <ul style="list-style-type: none"> • It is only advisory that Clinically Extremely Vulnerable (CEV) students do not attend. Once the initial form in this email have been completed for each family, we will then use a further form if the parent wants their child in school/ college, to be completed by the parent and this will include a disclaimer to say they understand that their child is CEV / Shielding but they would like them to come into school/ college. Shielding ends on the 31st march. • If a student is absent, but not CEV, we now cannot chase further medical evidence with parents, so we then involve the school/ college's Family Engagement Officer / Social Services. • Safe and well checks must be made twice a week for students we have not seen in person. • Face coverings for students with SEND are not compulsory. We will ask parents to send a mask in if they wish their child to wear a mask for only Year 7 upwards. • Parents will be asked to wash their child's clothes daily. Please ask key workers to contact parents initially if this is not happening and then refer to Head of School/ colleges/ College if required. • Alternative arrangements for delivering provision should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach. • Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. • Where children and young people with EHC plans are not attending their education setting, multi-agency professionals 			
--	--	---	--	--	--

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p>should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email.</p>			
Resource base provision within mainstream setting	2x3=6	<ul style="list-style-type: none"> All students risk assessed and discussed at panel. On site and remote learning arrangements in place for each student Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary. Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email. 			3x1=3
School/ college/college lose focus on continuing to apply in-year admissions process including admitting 'new' students	3x2=6	<ul style="list-style-type: none"> Review in-year school/ college admissions expectation with key admission staff. Ensure key school/ college / college contact and related resources in place. Ensure timely returns of individual student (applications and outcomes through a Student Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. 232 students 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. 			1x3=3
Nursery School/ college (NS) and Nursery Classes (NC) lose focus on	3x2=6	<ul style="list-style-type: none"> Review EEE termly admissions process. Funding questions are emailed to NEF@Birmingham.gov.uk Ensure key school/ college contact and related resources in place. 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

continuing to apply termly admissions process including admitting 'new' students		<ul style="list-style-type: none"> • Ensure parental declarations are completed and signed each term. • 232 students 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. 			
232 Plan how the whole school/ college will be accommodated and encourage attendance					
Measures are not in place to accommodate mandatory attendance	3x2=6	<ul style="list-style-type: none"> • Reduced contact between bubbles/groups continues to be reinforced. • Adaptations to the classroom are made to support distancing where possible. That could include seating students' side by side and facing forwards, rather than face-to-face or side on. • Removing unnecessary furniture out of the classroom to make more space. • Use of unused classrooms. • In NS/NC where additional space is identified for accommodating 2-year-olds and under 2s, then the school/ college will need to register the space for use with Ofsted using the current interim process. • Engagement of appropriate services for families not engaging. • Curriculum leads in school/ college meet regularly to review impact of plan. • NS engage with NS Trust and Teaching School/ colleges Alliance or the Early Years team EYDuty@birmingham.gov.uk 			2x2=4
Classroom and timetable arrangements do not allow for all students to attend in line with guidance	3x2=6	<ul style="list-style-type: none"> • Agreed new timetables and confirm arrangements for each year group to allow for reduced interaction between year groups. In primary school/ colleges, classes stay together with their teacher and do not mix with other students. • In secondary school/ colleges' groups or bubbles should be kept apart and movement around the school/ college kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. 			3x1=3

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> • Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed. • Clear signage displayed in classrooms promoting social distancing. • Hand washing facilities identified for each learning zone. • Ventilation is increased while spaces are unoccupied e.g., breaktimes. • Arrangements in place to support students when not at school/ college (e.g., complying with clinical or public health advice) with immediate access to remote learning at home. • Where students in year 7 and above are educated, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Consider reducing the need to move between basic class spaces. Face coverings do not need to be worn by students when outdoors on the premises. • Face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. We will have staggered break times and lunch times to align with staggered. Make sure you allow time for cleaning surfaces in the dining hall between groups. lunchtimes will be in the classroom for younger year groups. • In EYFS handwashing supervision is in place. The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. The staff room will be organised to allow social distancing. Staff must always remain vigilant and adhere to social distancing guidelines. • School/ colleges should engage with their local immunisation providers to provide the usual immunisation programmes on site, 			
--	--	---	--	--	--

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p>ensuring these will be delivered in keeping with the school/ college's control measures.</p> <ul style="list-style-type: none"> • Participation in the Testing Programme for staff and secondary age students. 			
<p>There is a need to review group participation and use of large spaces to allow for the school/ college/ college to be fully operational</p>	3x2=6	<ul style="list-style-type: none"> • We will encourage use of outdoor space, weather dependent. • Identify available large spaces and appropriate timetabling e.g., dining areas, halls, studios, particularly in outdoor areas. • Large gatherings, assemblies, or collective worship to be avoided with more than one group. • Design layout and arrangements in place to enable social distancing. • The EYFS environment is re-organised to meet requirements of social distancing. • Careful consideration of how to minimise risk from music classes e.g., singing outside, chanting, playing wind or brass instruments or shouting. • Outdoor sports will be allowed and should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between students and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed. • Performances with an audience should not be hosted. Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 			2x2=4
<p>2. Communications to parents and students including discussing attendance expectations and preparing returning students</p>					
<p>Parents and carers are not fully informed of the health and safety requirements for the wider opening of the</p>	3x3=9	<ul style="list-style-type: none"> • As part of the overall communications strategy, parents are kept up to date with information, guidance and the school/ college/ college's expectations using a range of communication tools. • COVID-19 section on the school/ college/ college website is updated clearly showing arrangements for arriving/collecting 			3x1=3

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

school/ college/ college/ school/ college/ college		<p>students, as well as the remote learning offer available.</p> <ul style="list-style-type: none"> • Parent and student handbooks reflect changes to usual school/ college policy and expected behaviours. • Advice is made available to parents on arrangements for testing for COVID-19 in line with the latest guidance. • Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods. • NS/NC include arrangements for personal care e.g., nappy changing/feeding/sleep arrangements etc. • For students with EHCP, discuss RA with parents, and where appropriate, with students. • Support for individual students is planned through risk assessment and any issues addressed through SLT discussion. • Support for student/parent anxiety about return to school/ college and vulnerability to COVID-19 • Bring any support requests to weekly LA SEND Panel • Requests for support for vulnerable families sent through Early Help Hubs • LA support for individual or complex cases • Home visits can be conducted by an authorised member of staff. AL- will phone LM as soon as she arrives at the property. Playground will be the safe word. AL- will phone LM once she has left the property. 			
Parents and carers may not fully understand their responsibilities should a child show symptom of COVID-19	3x2=6	<ul style="list-style-type: none"> • Key messages in line with government guidance are reinforced regularly via various communication methods (e.g., email, text, website, verbal). Community languages are considered. • Clear procedures and record keeping are in place where a child falls ill whilst at school/ college, with reference to the school/ college's infectious diseases policy. • We will ensure contact details of families are up to date. 			2x2=4

Communications with parents/carers about expectations that must be followed to support students and keep the school/ college community safe are not clear or in place	2x3=6	<ul style="list-style-type: none"> • LFD testing arrangements onsite and home, are communicated clearly to parents and carers. This will be displayed in the Headteachers/ Principal's message. • Where home testing is not possible, arrangements are in place for the testing to be carried out at school/ college. • Refer to school/ college's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual but advised. • Clarity around attendance expectations and remote learning offer, when COVID-19 is a risk factor within the family. • Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school/ college for students and parents. • <u>Family Connect</u> support explored if required. • NS/NC arrangements in place for single child use to change bedding regularly to reduce the risk of infection. • Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 			3x1=3
3. The School/ college day					
The start and end of the school/ college day create risks of breaching social distancing guidelines	3x3=9	<ul style="list-style-type: none"> • Consider stagger to start and end of day. • Break and lunchtimes are also considered to maximise teaching time. • The number of entrances and exits to be used is maximise. where possible each year group to enter through its own access point. • Different entrances/exits are identified and used for different groups. • Staff and students are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school/ college gates needs to be minimised and entry onto the school/ college site/buildings for visitors or parents is via appointment only. 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> • Floor markings are visible where it is necessary to manage any queuing. • Blue Sky has a plan place for the effective and safe handover of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • Bluesky start/finish times are naturally staggered. - the child`s temperature will be checked at the start of the day. • Bluesky – will use their separate entrance. • Primary School/ college/will use the main entrance. • Secondary School/ college will enter via the music room. • Staff and DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). • The Hive college come in via the front doors and classroom doors where appropriate. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents. • Escorts are reminded that they should be socially distanced. 			
Daily attendance registers for new cohorts are not in place	3x2=6	<ul style="list-style-type: none"> • Designate staff responsibility for completion of school/ college daily attendance registers (for onsite and any remote learners). • H Taylor and Kim Everton will be responsible for completion of DfE daily submission. • Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. • Review <u>separate guidance</u> on recording attendance. • <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u> • The teacher responsible for the group will contact H Taylor/ S Walker in school/ college and have responsible for completion of daily attendance registers. • Shanel Ellis is responsible for completion of DfE daily submission for Wilson Stuart School by 2.00pm. • Kim Everton for the Hive College 			3x1=3

Staff may not fully understand their responsibilities if they or a child show symptom of COVID-19	3x2=6	<ul style="list-style-type: none"> Key messages are regularly reinforced in line with government guidance. Community languages are considered. Clear procedures in place where a child or staff member falls ill whilst at school/ college with reference to the school/ college's infectious diseases policy and flowchart from Public Health Ensure contact details of families are up to date. 			2x2=4
Resumption of day visits	3x1=3	<ul style="list-style-type: none"> DfE advise educational visits can be resumed from the 12th April. Continue to work with the Educational Visits Advisory Service. 			2x2=4
4. Provision for meals and FSM					
Students eligible for free school/ college meals do not continue to receive vouchers	3x1=3	<ul style="list-style-type: none"> Issues with food poverty to be addressed through application to Early Help Hubs. A member of the school/ college's administrative team is tasked with ensuring that students eligible receive free meals when in school/ college and continue to receive vouchers/school/ college meals when not in school/ college. Danni Shipley will be responsible for this in school/ college. FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. 			1x1=2
The school/ college is unable to provide breakfast clubs, lunch clubs and after-school/ college clubs		Not applicable			
Meals are not available for all children in school/	3x2=6	<ul style="list-style-type: none"> The school/ college kitchen will be fully opened, and normal legal requirements apply to the provision and standards of food. 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

college		<ul style="list-style-type: none"> • Until the easter holidays the kitchen will provide a pack lunch to the children in school. College cafe is fully operational. • The staff Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing. All children will have lunchtimes in the classroom for all year groups. College students in Live/ Thrive 1 & 3 are on a rota to use the common area one day a week. The other groups have lunch in the classrooms. • Usual considerations in place for dietary requirements. We will be offering soft and mash options or moulied. 			
5. Safeguarding provision to support returning children and increased referrals Consider alongside online offer guidance: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19					
School/ college safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x3=9	<ul style="list-style-type: none"> • Safeguarding remains highest priority and policy is updated to reflect changes. • All staff are briefed on updated safeguarding arrangements, including those contacting families of students that are not attending school/ college or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, CSC, school/ college / health visitors and police (LA has provided contact details) • We now have new Fire arrangements in place and new Fire marshals will be briefed on the new procedures. Critical Incident and Lockdown procedures, factoring in social distancing requirements. • Expectations to be shared with students in the event of the need to evacuate the building in an emergency. Reference to an addendum for the BCC Model Safeguarding Policy to be used. Ann Lucas & Sam Cooksey will still conduct home visits for those children who are not attending school/ college. 			2x2=4
High risk of increased	2x3=6	<ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in 			2x1=2

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

disclosures from returning students		<p>disclosures from students.</p> <ul style="list-style-type: none"> Contact is maintained with families where there are vulnerable students that are not attending school/ college due to isolation or following GP advice. Safe and Well checks will be carried out by the class team. Multi-agency arrangements in place to support early help. School/ college is aware of support through Early Help Hubs. Advice is available through CASS, BCC Safeguarding and BCC Prevent Team. 			
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for students returning to school/ college	2x3=6	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support student wellbeing, including initiatives such as '<u>You have Been Missed</u>' bereavement support and any changes that have occurred in children's lives since they have been away from school/ college. Staff have access to a range of support services and feel well prepared to support students with issues that are impacting on their health and wellbeing. This is differentiated for students attending school/ college and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. A range of free books are available from Books Beyond Words. These are available to help children understand the return to school/ college process and how feelings of anxiety are perfectly normal. College has access to the BBW app and website to support using social stories. 			1x2=2
6. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Students' behaviour on return to school/ college does not comply with social distancing guidance		<ul style="list-style-type: none"> Clear messaging to students on the importance and reasons for social distancing, reinforced throughout the school/ college day by staff and through posters, and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school/ college 			

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p>children have been agreed and staff are clear on expectations in line with DfE advice.</p> <ul style="list-style-type: none"> • Staff model social distancing consistently. • The movement of students around the school/ college is minimised. • Break times and lunch times are structured and closely supervised. Large gatherings are avoided. • The school/ college's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents, and a focus on reintegration and re-engagement with support for students to do so. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents to reinforce the importance of and exhibit social distancing. 			
7. Curriculum priorities including any approaches to 'catch up' support					
Students may have fallen behind in their learning during school/ college closures and achievement gaps will have widened	3x2=6	<ul style="list-style-type: none"> • Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g., quizzes. Focus on communication and language, personal, social, and emotional development (PSED) and physical development for nursery students and language, reading and mathematics for primary students and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. College students are also focusing on a recovery curriculum with support with accreditation and non accredited courses. • Home (and remote learning) is calibrated to complement in-school/ college learning and day to day delivery. We are arranging for some children to have a new laptop for home learning purposes. • School/ colleges may consider it appropriate to suspend some subjects for some students in exceptional circumstances through discussion with parents. 			2x2=4

		<ul style="list-style-type: none"> • GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2021. Latest guidance yet to be released. • For students in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. • Primary children will be reassessed in their learning. Up to and including Key Stage 3, prioritization 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. • For students in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. • Most students in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. • Students in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support. • Relationships and health education (RHE) for primary aged students and relationships, sex, and health education (RSHE) for secondary aged students is now compulsory, with teaching expected to start by the start of the summer term 2021. • Additional financial support has been made available to school/ colleges through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. • Exam syllabi are covered and revised where appropriate. • Plans for intervention are in place for those students who have fallen behind in their learning, shielding, or isolating and are supported through home learning. • School/ college is aware of students who are young carers and have targeted support for online learning where they are unable 			
--	--	---	--	--	--

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> to return to school/ college. • Ensure that key workers with vulnerable children are notified if children are not attending school/ college when not in an isolating bubble. 			
School/ college unable to meet full provision required in line with EHCP	4x2=8	<ul style="list-style-type: none"> • We will support where possible the delivery of EHCP targets. • Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. • Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, students to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. • Access support through health and social care offer. • Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service. All staff will be responsible for the delivery of EHCP targets. It is also recognised that these targets may be modified at the next review. 			2x2=4
Operational needs of school/ college create insufficient resource to support ongoing learning offer for eligible students who can't attend school/ college, as well as those that continue to be out of school/ college	3x2=6	<ul style="list-style-type: none"> • NS engage with NS Trust and Teaching School/ colleges Alliance to discuss arrangements to support ongoing learning offer for students who can't attend school/ college. • Review online offer for students that are unable to attend school/ college. All students can access online learning. • Learning offer for students unable to access online resources. • Access Early Help Hub support for those students affected by ICT poverty. • Differentiate offer for eligible children that can't attend school/ college to support future transition. • Collaborate with local school/ colleges or school/ colleges within MAT to deliver remote learning to more students. This could include using shared resources/videos. Publish your remote 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		learning offer.			
Students moving on to the next phase in their education are ill-prepared for transition	3x2=6	<ul style="list-style-type: none"> • A plan is in place for class staff and tutors to speak with students and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g., From PVI setting to Nursery School/ college/Nursery Class/Reception, primary, secondary school/ colleges, post-16 providers, universities, apprenticeship providers) to assist with students' transition. • Regular communications with the parents of incoming students are in place, including letters, newsletters, and online news bulletins by the headteacher/ principal. • Virtual tours of the school/ college are available for parents and students. • Online induction days for students and parents are planned and also tours of the school/ college are available on the school/ college website. • Online open day for college planned for the transition of students. 			2x2=4
8. Content and timing of staff communications					
Staffing levels can't be maintained	5x1=5	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g., SLT, DSLs, first aid qualified staff. • Chair of responsible body kept informed throughout. This will be the same for the HIVE College. • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <u>extra mental health support for students and teachers from DfE</u> is also accessed. The school/ college website contains up to information to ensure that all staff know how to access the information. • Staff deployment including support workers, trainees, and 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		volunteers. <ul style="list-style-type: none"> • Setting up arrangements with local school/ colleges or school/ colleges within MAT. • Collaborate with school/ colleges/year groups to deliver remote learning to more students. This could include using shared resources/videos. The school/ colleges You Tube channel has now been deployed for home learning. 			
Identify staff unable to return to school/ college	3x2=6	<ul style="list-style-type: none"> • No Staff in college are clinically extremely vulnerable and unable to attend college but can work from home, for example supporting remote education, or safeguarding calls. • Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained school/ colleges. • 			2x2=4
Staff are insufficiently briefed on expectations	4x2=8	<ul style="list-style-type: none"> • Staff receive weekly briefings on day-to-day school/ college matters. • Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. • Flexible working patterns and arrangements if appropriate • Staff workload expectations are clearly communicated. • Schedule what staff training is needed to implement any changes that the school/ college plans to make, either delivered remotely or in school/ college. • Staff have been fully briefed on the action planning for local/bubble lockdown. Please also see flow charts 			2x1=2
9. Protective measures and hygiene					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when students circulate in	3x2=6	The classroom layout has been designed to ensure the classrooms are covid secure., <ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular 			2x1=2

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

<p>corridors as students are unable to or do not observe social distancing at break and lunch times</p>		<p>touch points.</p> <ul style="list-style-type: none"> • The movement of students around school/ college is minimised as much as possible. • Where possible, students stay in classrooms and staff move around. • NS/NC children are organised in small groups with a key worker and move around with them. • Lesson change overs are staggered to avoid overcrowding. • Students are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. • Touch point cleaning will resume. • Flip lid bins are emptied regularly. • Deep cleaning by staff cleaning will continue. • A Daily cleaning schedule with the fogger • Aerosol sanitisers will be scheduled for key areas will be developed for ensuring any shared space is sanitised. • Hand sanitiser will be used at entry points for staff and students. • We must always get adequate ventilation into classrooms now it is milder. Windows must be open whenever it is possible. Staff and students should be aware that extra clothing may be required for warmth, but we must take the medical vulnerability of the students into account when maximising ventilation. • Temperature checks will be done for all arriving students until this is reviewed at Easter and we will revert to previous staff rotas for these checks. • College students will be bubbles but classroom based. 			
--	--	---	--	--	--

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	3x2=6	<ul style="list-style-type: none"> Classroom base arrangements are in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance. All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed in EY environment. Resources are arranged to be used within bubbles to limit the risk of cross contamination. Arrangements are reviewed regularly. Reducing clutter and removing difficult to clean items can make cleaning easier. All equipment will be cleaned at the end of each day. 			2x2=4
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	3x2=6	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. Social distancing measures have been put in place in the staff room and S Harris / Kim Everton has highlighted this issue again in staff briefings. Other spaces within school/ college have been identified and adapted to accommodate nursing, medical and other essential therapeutic services. Nursing staff are currently working in the dining hall to allow adequate social distancing. 			2x2=4
Queues for toilets and handwashing risk non-compliance with social distancing measures	2x3=6	<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Floor markings are in place to promote social distancing. 			1x2=2

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> • Students are encouraged to access the toilet during class/throughout the day to help avoid queues. • The toilets are cleaned frequently to take account for the number of students accessing the facilities, for example after every morning break, lunchtime and at the end of the school/ college day. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly for example morning break, lunchtime and the end of the school/ college day, or other transition periods. • Students are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. • Children are encouraged not to touch peers. • Provision of hand gel is made available where there are no handwashing facilities, e.g., reception areas and entry and exit points. Supervised use for young students. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 			
Impact of any new variants of the virus on the day to day running of the school/ college	3x4=12	<ul style="list-style-type: none"> • The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. • Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with school/ colleges, staff and families impacted. • BCC's Local Outbreak plan can be found here: https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19 			3x4=12
10. Enhanced cleaning and how it will be implemented in your school/ college and how you will ensure sufficiency of supplies					
Cleaning capacity is reduced so that an initial deep-clean	3x2=6	<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • Enhanced 'deep clean' prior to the wider opening of the school/ 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

<p>and ongoing cleaning of surfaces and touch points are not undertaken to the standards required</p>		<p>college.</p> <ul style="list-style-type: none"> • 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/ college. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces. A signage sheet will be available in each classroom. • More frequent cleaning of rooms / shared areas that are used by different groups. • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned more regularly e.g., every morning break, lunchtime and at the end of the school/ college day. • Outdoor playground equipment should be more frequently cleaned. • Seek LA support to manage insufficient cleaning capacity. 			
<p>Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school/ college</p>	<p>2x3=6</p>	<ul style="list-style-type: none"> • Cleaning company is aware of the guidance for cleaning of non-healthcare settings <u>COVID-19: cleaning of non-healthcare settings guidance</u> • Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. • Sufficient and suitable equipment is available for the required clean. • Adequate waste disposal arrangements are in place to dispose of contaminated equipment. • Seek support from Public Health Birmingham. Use the <u>flowchart</u> if a staff member or student displays symptoms. • Suitable PPE equipment is available if 2m from the child cannot be maintained. • The student will be placed in Tomkinson Tower in school and in college placed in the nurses room in college. 			<p>2x2=4</p>

11. Enhanced hygiene practices and arrangements for shared items					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	3x1=3	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school/ college reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. • Posters reinforce the need to wash hands regularly and frequently, including on arrival at school/ college. Handwashing for 20 seconds minimum encouraged. • Reinforce 'catch it, kill it, bin it' message. Use of <u>e-bug</u> learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when students and staff who use them arrive at school/ college. 			2x2=4
Inadequate supplies and resources mean that shared items are not cleaned after each use	3x3=9	<ul style="list-style-type: none"> • Limit the number of shared resources that are taken home and limit exchange of take-home resources between children, young people, and staff. • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or 			3x1=3

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> properly cleaned between cohorts. Roles and responsibilities identified for each area with cleaning resources, e.g., each class is allocated their own cleaning products. The governing board finance committee and college trust board is aware of any additional financial commitments. 			
12. School/ college level response for symptomatic or ill students or staff members					
Staff, students and parents are not aware of the school/ college'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/ college	3x2=6	<ul style="list-style-type: none"> Staff, students, 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/ college. Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. This guidance has been explained to staff and students as part of the induction process. Regular review of the latest information across senior leadership and staff members: https://www.birmingham.gov.uk/COVID-19_school/colleges_faqs Use the flowchart with Public Health Birmingham about how to deal with a suspected or confirmed case within the student or staffing cohort. Staff are aware of the location of the emergency PPE pack. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. Report cases of to the Health Protection Team in Public Health England using the online guidance and checklist. Keep up to date with PH updates on responding to cases in school/ colleges during the contact tracing phase of the response. Staff in primary school will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p><u>guidance.</u></p> <ul style="list-style-type: none"> Both students and staff in secondary school and college will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and students must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and students should also share their result, whether void, positive or negative, with their school/ college to help with contact tracing. Family members and anyone in a staff members busbble can also apply for twice weekly tests (not through college/ school). Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. <ul style="list-style-type: none"> <i>For maintained school/ colleges where the council is the employer of staff and school/ colleges 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 school/ collegesafety@birmingham.gov.uk.</i> <i>For school/ colleges who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 			
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	3x1=3	<ul style="list-style-type: none"> School/ college's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised. For very young children there is a designated area available where a key person can continue to support the child away from 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p>the rest of the group until collection by parent/carer. This will be Tomkinson Tower in school.</p> <ul style="list-style-type: none"> • Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged. • Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. • Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. • Additional PPE to be used for accompanying staff where student symptomatic and 2m distance cannot be sustained. 			
13. Plan for personal protective equipment for staff					
Provision of PPE for staff where required is not in line with government guidelines	2x1=2	<ul style="list-style-type: none"> • Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>. • Sufficient PPE has been procured through normal stockist. • PPE requirements for individual students and staff have been risk assessed and sourced through normal stockist. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing. • Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others. • Seek LA support for emergency PPE stock. • Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance. 			2x1=2

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> Bathroom staff and LTS will still be wearing full PPE (visor, mask, gloves, apron) when bath rooming and feeding respectively, but can remove this PPE (except the mask, which still needs to be always worn) when in other parts of the school/ college / outside 			
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home		<ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios. Sufficient stock has been ordered using school/ college's usual suppliers. Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place. Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines. Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: <ul style="list-style-type: none"> a student becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2-metre distance cannot be maintained performing aerosol generating procedures (AGPs). <p>AGP requirements Risk Assessment: Appendix 1 Interserve Appendix 2 Almond care Appendix 3</p>			
14. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school/ college is in operation may pose a risk to social distancing and	4x2=8	<ul style="list-style-type: none"> Ongoing works and scheduled inspections for school/ colleges (e.g., estates related) have been designated as essential work by the government and so are set to continue. Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/students are kept apart. 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

infection control		<ul style="list-style-type: none"> • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or school/ colleges. • Premises governing board committee is aware of planned works and associated risk assessments. • Where BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e., any works likely to disturb the fabric of the building. 			
Fire procedures are not appropriate to cover new arrangements	3x2=6	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ○ Changes to numbers of students/staff ○ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes. ○ Social distancing rules during evacuation and at muster points ○ Possible need for additional muster point(s) to enable social distancing where possible. • Staff, students and governors have been briefed on any new evacuation procedures. This has been completed by S Harris. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan. New maps have been distubuted. 			2x2=4
Fire evacuation drills - unable to apply social distancing effectvely	2x3=6	<ul style="list-style-type: none"> • Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required. 			2x1=2

Fire marshals absent due to self-isolation	2x3=6	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. Staff appropriately trained in fire marshal duties as required. 			2x1=2
Statutory compliance has not been completed due to the availability of contractors during lockdown	3x2=6	<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date. Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away. 			1x2=2
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school/ college in financial difficulty	3x2=6	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school/ college's projected financial position has been shared with governors and LA or trust 			2x2=4
15. Impact on staff and students with protected characteristics and adapting your approach					
Considerations <ul style="list-style-type: none"> Nationally the <u>ONS analysis</u> has identified an increased risk of death among some ethnic groups, although this increased risk is also impacted by age, as well as gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease. There doesn't appear to be any difference between in ethnic groups in terms of infection rates, i.e., who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and students, take this into account, the main risks are around health conditions 					

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs, and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes.

- The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

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

Measures have not been put in place to protect staff and students with underlying health issues, BAME staff	3x3=9	<ul style="list-style-type: none"> • An equality impact assessment is undertaken for the school/ college's staff and students. • All members of staff and parents of students with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school/ college, and members of staff with children who cannot attend school/ college/nursery/childminder etc are supported. • Records are kept and regularly updated e.g., check children and staff who have identified as having asthma have up to date care plans. • Members of staff and parents of students with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff and parents of students are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following <u>guidance</u>. From the 31st march the advice 		2x2=4
--	--------------	--	--	--------------

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<ul style="list-style-type: none"> is to work from Seek advice from Occupational Health Service if required. 			
Staff, particularly those from BAME heritage, are reluctant to attend school/ college due to the media coverage on deaths related to coronavirus and the new variants	3x2=6	<ul style="list-style-type: none"> No. of BAME staff No. of BAME staff assessed as clinically extremely vulnerable and required to remain at home. No. of BAME staff able to return but requiring additional support. Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided with opportunity to discuss any concerns and anxieties about attending school/ college. Staff have been signposted to useful websites and resources. Discuss published risk assessments with staff. 			2x2=4
Parents, particularly those from BAME heritage, are reluctant to send their children to school/ college due to the media coverage on deaths linked to coronavirus and the new variants	3x2=6	<ul style="list-style-type: none"> 65 of BAME students 10 of BAME students risk assessed as clinically extremely vulnerable and required to remain at home. There are enough numbers of trained staff available to support students and parents with these anxieties. There is access to designated staff for all students and parents who wish to talk to someone about their wellbeing and anxieties about attending school/ college. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. Class staff and Tutors will be on hand to assist this process. Remind parents that students of compulsory school age must be in school unless a statutory reason applies. School/ college arrangements demonstrating social distancing measures and behaviours are shared with parents and students. Resources/websites to support parent and student anxiety are 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		provided. • Signpost parent/carers to published risk assessment.			
Parents do not follow advice on social distancing when visiting the school/ college	3x3=9	• Visitors (including parents/carers) to the school/ college may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment. • Arrangements for visiting the school/ college are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings. • Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <u>available</u> .			3x2=6
16. Working with other school/ college-based provision					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3x3=9	• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school/ college. • Staff, students, parents, and governors have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. • Reference to <u>an addendum for the BCC Model Safeguarding Policy</u> .			2x2=4

Risks are not comprehensively assessed in every area of the school/ college	3x3=9	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school/ college reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ Different areas of the school/ college including any Early Years and Resource Base provision ○ When students enter and leave school/ college ○ During movement around school/ college ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used. 			2x2=4
17. Home to School/ college Transport					
<p>Urban Transport Group released a briefing in May 2020 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 school/ colleges and colleges.</p> <p>Keys points include:</p> <ul style="list-style-type: none"> • 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/ college age in the local authority area. • As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an interest in ensuring that the return to school/ college 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 school/ colleges. • In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school/ college where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school/ college transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school/ college sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads. <p>For further information and guidance regarding any of the above points visit www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk.</p>					
Consideration whilst using public transport	2x3=6	<ul style="list-style-type: none"> • School/ college should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical. • Students should not board home to school/ college transport if 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).			
Pick up and drop off times	3x3=9	<ul style="list-style-type: none"> • Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. • Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. • Graham Stokes will be organising the car park. queuing and boarding of vehicles and distancing within vehicles wherever possible. • Consideration of emergency school/ college streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> 			2x2=4
Children arriving late because of journey to school/ college	3x2=6	<ul style="list-style-type: none"> • Ensure that transport arrangements cater for any changes to start and finish times. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds, and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

		<p>for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</p> <ul style="list-style-type: none"> Use Modeshift STARS to review and update school/ college travel plan considering both staff and student travel. Communicate revised travel plans clearly to contractors, BCC and parents. 			
Transport capacity for students (with EHCP) attending special school/ colleges and resource bases is insufficient	3x2=6	<ul style="list-style-type: none"> School/ colleges' individual requirements are discussed with <u>Home to School/ college Transport</u> to prepare for full return. From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school/ college or college transport. School/ colleges are aware of the proposed routes and vehicle allocations for full opening. Parents to be informed of transport arrangements from Travel Assist and School/ colleges. Parents can contact Parentlinkservice@birmingham.gov.uk with specific queries. . 			2x2=4
Travel anxiety for new starters to secondary school/ college	3x2=6	<ul style="list-style-type: none"> West Midlands Police have put together some resources to help students feel confident to travel and how to behave responsibly and safely while travelling to and from school/ college. 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> 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> 			2x2=4

This is a model risk assessment based on initial Government guidelines on COVID-19 as at February 2021 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). School/ colleges should amend according to individual context. Please contact eds.enquiries@birmingham.gov.uk if you are experiencing accessibility issues with the document.

18. Contingency planning for local or national lockdown				
No plan in place if an outbreak or lockdown should occur	3x3=9	<ul style="list-style-type: none"> • School/ college Business Continuity Plan has been updated. • Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Staff have been fully briefed on action planning for local/bubble lockdown or outbreak. • Parents are informed of the school/ college's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). • Preparation for learning continuity in the event of local or bubble lockdown <ul style="list-style-type: none"> ○ Blended learning offer to support continued delivery including support for students isolating or required to remain at home due to being diagnosed clinically extremely vulnerable- ○ Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young students or those with SEND.</u> • Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home. • Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. • Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate. 		2x3=6