

Birmingham City Council's Risk Assessment Template

Introduction

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The government plan is for the full return of all pupils from September 2020 (updated in line of national lockdown from 5th November 2020):
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>. In January 2021, government announced a full lockdown and restriction of on site attendance to vulnerable and critical

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worker pupils only. On the 8th March, the government has advised that all children and staff return to work unless they have a shielding letter.

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health:
[**https://www.birmingham.gov.uk/COVID-19 schools faqs**](https://www.birmingham.gov.uk/COVID-19_schools_faqs). The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts:
[**https://www.birmingham.gov.uk/downloads/download/3527/public health flowchart for schools**](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools)

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

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

Please also consider the school-based program for mass testing using the Lateral Flow Device (LFDs) rapid test. A separate appendix has been created to be added to your base Risk Assessment (under review following a change in DFE guidance to pupil testing):
[**https://www.birmingham.gov.uk/downloads/file/18442/risk assessment annexe mass testing issued 4 january 2020**](https://www.birmingham.gov.uk/downloads/file/18442/risk_assessment_annexe_mass_testing_issued_4_january_2020)

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

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Risk Assessment Tool (v11)

24.2.21 updated: 4.3.21

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

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

provides a method level of risk, with

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

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

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

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance As new guidance is produced weekly, please refer to www.gov.uk for updates Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

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	<p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</p> <p>https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications (added in v2)</p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 (added in v2)</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 (added in v2, updated v7)</p> <p>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19 (added in v4)</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings/coronavirus-covid-19-guidance-on-isolation-for-residential-educational-settings</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p>
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	<p>https://www.gov.uk/government/news/update-on-face-coverings-in-schools</p> <p>https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020 (29/09/2020)</p> <p>https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year (01/09/2020)</p> <p>https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020</p> <p>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 (4/11/2020)</p> <p>https://www.gov.uk/guidance/new-national-restrictions-from-5-november (5/11/2020)</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953215/Guidance_for_special_schools_specialist_post-16_providers_and_alternative_provision_during_the_national_lockdown.pdf</p>
Governance and other resources	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools (added in v3)</p> <p>Safeguarding policy addendum: https://www.birmingham.gov.uk/downloads/file/16735/covid-</p>

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	<p><u>19 safeguarding policy addendum</u> (added in v3)</p> <p>As ever, if subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: EYDuty@birmingham.gov.uk</p> <p>Education Safeguarding questions please contact the Education Safeguarding Team via email: EducationSafeguarding@birmingham.gov.uk (added in v2)</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/news/working-safely-during-coronavirus-outbreak.htm</p> <p>NAHT guidance on health and safety duties and schools: https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</p> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</p>
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Version No.	Page – Edits (page numbers correct at point of publication of that version)	Published
1	Original	07/07/2020
2	P5 weblink for EYFS disapplication doc added P5 weblink for new safeguarding guidance from September 2020 added P5 weblink to new guidance for clinically vulnerable and shielding added P5 added in details to contact Education Safeguarding team P7 weblink to document on shielding added P8 reference to carrying out speedy admissions for particularly vulnerable children P8 NEF contact added P9 EY duty email address added P10 reference to handwashing supervision for EYFS added P12 single child use bedding added	Dated 09/07/2020, Published 10/07/2020

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

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	Risk Assessment P27 absent fire marshals to be replaced with trained substitutes P28 Water system checks and actions to be undertaken prior to wider opening. P30 members of staff with children who cannot attend school are supported P35 addition of new area of concern under section 18 ref transport capacity for pupils with EHCP P35 addition of section 19 ref contingency planning for local lockdown	
4	P5 weblinks added to DfE guidance on remote learning P19 reference to the need for action planning for local or bubble lockdown P36 weblink added to DfE guidance on remote learning and the need to support parents and carers with home learning	28/07/2020
5	P1 reference to regular review of RA and latest guidance P5 addition of weblinks for full opening, residential settings, safe working in education, educational visits and phased return of PE P8 reference to Test and Trace process P9 increasing size of bubble to allow for specialist teaching, wrap around care and transport P10 movement of staff across classes and year groups P10 temp staff length of contract P10 support for pupils with SEND including deployed staff P12 maximising space to allow for full operation P12 collaboration with other settings e.g. dual roll P13 reasonable break for staffing P13 review of space to allow full operation P13 avoid (rather than prohibit) large gatherings with more than one group P13 immunisation programme P13 additional support for SEND, use of social stories and reference to Annex B of guidance P13 minimising risk from music classes P13 phased increase of physical activity P14 no need for more frequent cleaning of uniforms P17 considering of bubbles for wraparound P17 limiting number of wraparound providers parents' access P19 focus on reintegration and re-engagement of pupils and families P19 addressing gaps in learning and focus on critical parts of curriculum, including any gaps in English and maps from Year 6 to Year 7 transition P20 incorporating remote learning into day to day delivery	06/08/2020

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

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

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	P15 Blended on site and remote learning. P16 Section on attendance in special schools P17 Section on attendance for resource base pupils P19 Consideration of bubble sizes to meet needs of on site provision, and moving to age-related bubbles P20 Reference to asymptomatic mass testing, guidance under review P21 Robust remote learning offer for the majority of pupils and publication of offer P22 Safeguarding and multi-agency support for vulnerable pupils not attending P23 Registration for on site and remote learners P24 Educational day visits not recommended currently P25 Ensuring FSM vouchers for pupils on and off site P28 Removal of reference to summer exams P30 Consideration of hub arrangements or collaboration with other schools/MAT to support pupils on site or with shared remote learning P30 ongoing support for vulnerable pupils on site P30-31 Staff deployment P41 ongoing water and fire tests, ensuring cover for key site staff if required	
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Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Lack of certainty over returning numbers	2x1=2	<ul style="list-style-type: none"> • Planning for full attendance of all year groups and where possible complete the daily DfE attendance return. • Return arrangements in place for year groups / pupils including details of those who have been isolating. Good record keeping within school, with PH and LA. • Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance. • Children and staff whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school during lockdown and arrangements should be made to continue education or work at home. Children and staff who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. • Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments. • Any specialist equipment required is returned to school/additional equipment made available to support return • Home to school transport in place where required • Readiness to implement Test and Trace as set out in section 7 the latest guidance. • Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds where best accommodated on site. • Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. A <u>copy of letter has been issued and can be requested</u> 	Yes	<p>Parents have been informed of protocols. Parents to receive letters and texts as updates are made about school reopening.</p> <p>Staff have been updated. Guidance for staff written, including information for test and trace.</p> <p>Pupil and staff risk assessments to be reviewed in light of the new Covid Variant.</p> <p>Transport in place, based around bubbles.</p> <p>Children and staff returning to school in line with government guidance.</p> <p>Staff and children with shielding letters to continue to shield at home and access work remotely.</p> <p>Regular safeguarding and</p>	Low 1x1=1

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		<p><u>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.</p> <ul style="list-style-type: none"> Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the <u>guidance for special schools</u>. 		<p>attendance meeting will confirm any pupils not attending and appropriate support will be put in place (Senior Learning Mentor (SLM - CH) trained in EH)</p> <p>Children who are clinically extremely vulnerable, will continue to access remote learning at home. A copy of the shielding letter to be shared with the school.</p> <p>SLM and other external agencies (Malachi) to support families with anxieties around returning to school. Staff to contact SLM for referrals of staff and children.</p> <p>Video shared on the school website about school reopening.</p> <p>Creative use of staffing time to enable resources to be created e.g. social stories.</p>	
Number of staff available is lower than that required to teach classes in school (cross reference with risk assessment on staff health and	3x3=9	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). 	Yes	<p>Staff who have received a shielding letter will continue to work from home.</p> <p>Health status of staff to be updated. Form to be shared with staff before 8th March to obtain up to date information.</p>	2x3=6

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wellbeing)	<ul style="list-style-type: none"> • Those living with someone who is CEV can still attend work where home working is not possible. • Full use is made of those staff who are self-isolating but who are well enough to teach lessons online. • Consideration of staffing changes to cover absence. • Contingency planning with LA is in place and additional resource identified, for example bringing additional teachers in to help, for example supply teachers, teachers on temporary agreed loan from other schools, or teachers provided by your trust or local authority (considering the guidance about consistent staffing across the week). This will take place in consultation with the class team. Using some senior leadership time to cover groups if this is manageable. • Size of Bubbles is changed, moving from critical workers and the most vulnerable children attending to two classes within a bubble, where required, allowing for mixed groups within the same bubble for specialist teaching (external professionals adhering to PPE guidelines and small group work. Children will maintain in their bubbles), wrap around care and transport. It is important to limit interaction between bubbles; one positive case can lead to full isolation of bubbles and contacts. • Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m). • To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. 		<p>Risk assessments completed as appropriate.</p> <p>Identified staff have had a referral made to occupational health. Red and Amber RAG rated staff have a personal risk assessment. These will be reviewed half termly or when a change of guidance or health condition occurs.</p> <p>If any staff should need to self-isolate, then staff who are able to will work from home. e.g. by delivering the curriculum. Staff to communicate with SLT if personal circumstances do not permit this, and alternative arrangements will be made based on individual needs.</p> <p>Staff members displaying symptoms, will need to have a PCR Covid 19 test. Staff can opt in to partake in the Primary Lateral Flow Tests.</p> <p>Identified staff have received training by the National College with regards to First Aid at Work, Food Hygiene and Food Allergy training – to support delivery of lunches in class and as support in case</p>	
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		Home testing for school staff is communicated in line with the latest guidance.		of reduced capacity in lunch time supervisors. New level 3 first aid member of staff to be trained in the Spring Term. Multiple staff are currently trained paediatric first aid (14) and co-located site gives school additional first aid capacity in the event of absence. 5 members of staff trained in First Aid at work (including paediatric first aid – Autumn 1). 4 members of staff trained in mental health first aid; of which 3 members of staff are trained in paediatric mental health first aid, and 3 members of staff are trained in adult mental health first aid. Consistent supply sourced through known agency where possible. 0 hour staff assigned to bubbles and will be utilised for first days absence cover and longer in agreement with the class team. This will significantly reduce the need to work across bubbles. Where staff are required to	
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				support children returning to school. To be reviewed in consultation with class teams after 2 weeks of full opening.	
For special schools, specialist post-16, alternative provision and hospital schools	3x2=6	<ul style="list-style-type: none"> All pupils risk assessed and discussed at LA panel. Pupil level risk assessments could be helpful to prioritise the provision a child or young person can get if full-time provision for all is not possible. On site and remote learning arrangements in place for each pupil Home to school transport mitigations in place Specialist equipment returned to school 1 number of children remain shielded at home Efforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers Review latest national lockdown guidance specific to special schools 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 	Yes	<p>Weekly meetings with the Senior Learning Mentor to discuss the vulnerable list.</p> <p>Children without access to technology have been identified and laptops loaned until Easter.</p> <p>All children have access to Seesaw to complete remote learning activities.</p> <p>Weekly wellbeing phone calls made to all families who are not in school.</p> <p>All children at home have access to remote learning using the Seesaw App. The School has loaned laptops to students until Easter where necessary to allow them access remote learning and paper packs are also distributed to families for those who struggle to access remote learning due to their SEN.</p> <p>Agreed external professionals and therapists are continuing to visit the school when necessary in addition to</p>	2x2=4

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				offering remote support.	
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	3x2=6	<ul style="list-style-type: none"> Review in-year school admissions expectation with critical admission staff. Ensure critical school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. (added in v2) All pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases. 	Yes	<p>SLT is working with SENAR to fill current pupil vacancies.</p> <p>Class vacancies identified and shared to speed up referrals.</p> <p>All pupils are currently risk assessed within class risk assessments and some children have individual risk assessments. These are discussed at regular locality meetings. New risk assessments, where required, will be conducted before children return to school.</p> <p>Class staff will put in place/review pupil risk assessments if required based on pupil's individual SEN and current guidance. DSLs will review child concerns and those not returning to school regularly.</p> <p>All secondary preference forms shared with families and pupil files for leavers and new starters will be transferred prior to opening in September.</p> <p>All new pupils will be admitted via an agreed phased transition plan -timetable to support pupils in school organisation due to Covid and</p>	2x2=4

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				to allow accurate and successful RAs to be in place.	
2. Plan how the whole school will be accommodated and encourage attendance					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each year group	3x3=9	<ul style="list-style-type: none"> Reduced contact between bubbles/groups continues to be reinforced SLT and site management team meeting to review school site and specify entry/exit points and classroom use 29 children and staff that can be accommodated per 'bubble' 9 designated classrooms being fully utilised for each year group and reorganised to allow front facing desks. Reduced contact between groups. Furniture items to be arranged to be front facing (may need to acquire additional more suitable furniture e.g. replacing round tables with front facing desks) and to enable distance between teaching staff and pupils. 0 of 0 unused classrooms that could be utilised Engagement of appropriate services for families not engaging Curriculum leads in school meet regularly to review impact of plan NS engage with NS Trust and Teaching Schools Alliance or the Early Years team EYDuty@birmingham.gov.uk (added in v2) 	Yes	<p>9 classrooms are in use. Consideration to layout given-Circle time to be carried out from tables to increase floor capacity and reduce movement in each room. Staff to arrange furniture to suit the needs of the children and the lesson. Children or adults should not be directly facing one another within 2m. Additional furniture purchased, including the use of screens.</p> <p>Staff seating, and appliances (kettle etc.) are moved to staff break areas from current temporary staffroom. If staff accessing Acorns for breaks, an additional 5 minutes to be added for travelling.</p> <p>Staff to speak to the attendance team (CH, BF, BS) with regards to concerns about engagement of appropriate services for families not engaging.</p>	2x3 = 6
Classroom and timetable arrangements do not allow for all	4x3=12	<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 schools, classes stay together with their teacher and do not mix with other pupils. 	Yes	Timetables for each class are in place-these include reasonable adjustments for clearly planned sensory	2x3=6

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pupils to attend in line with guidance	<ul style="list-style-type: none"> • Classrooms re-modelled and space maximised, with chairs and desks front facing and spaced to allow for social distancing. • Spare furniture removed that will not be used. • Clear signage displayed in classrooms promoting social distancing and hand washing. • Hand washing facilities identified for each learning zone • Arrangements in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice. • In primary schools, classes stay together with their teacher and do not mix with other bubbles. • Whole school handwashing supervision is in place. • Consideration of staffing changes to cover absence. • The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other bubbles or other small groups • Encourage use of outdoor space, weather dependent • Stagger lunchtimes. • Limit lunch menus as to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Lunchtimes in the classroom for all children. • Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. • Regular review of control measures and their implementation and continuous updating of risk assessment or any changes to risk profiles or measures. • Handwashing supervision is in place. The class environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups. • Participation in the Testing Programme for staff. 		<p>breaks, where applicable, to support minimal movement, to encourage social distancing, in lesson times while fully supporting SEN.</p> <p>Classroom organisation has been carried out based on pupils' curriculum access and size and facilities of individual classrooms to best match pupil need and curriculum offer.</p> <p>All classrooms have clearly labelled handwashing stations. Staff are aware of these.</p> <p>Classes are organised in Bubbles (these consist of two classrooms which share linked toilet and changing facilities adjoined to both rooms and staff. Classes to have specific toilets and sinks labelled for each class).</p> <p>Lunch and break times are staggered for all bubbles.</p> <p>A number of Lunch time supervisors and Part Time staff have zero hour contracts to cover ad hoc staff absences and will be utilised in the first instance. Longer term absences will be covered by agency through 'Block booking' to ensure consistency.</p>	
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				Where school has capacity for new pupils; this will be clear and additional risk assessments will be made in real time to assess risk of increasing any Bubble sizes Staff have been offered the Covid-19 vaccinations. Of 42 members of staff have received the vaccination (24.2.21).	
There is a need for review use of space; to allow for the school to be fully operational	3x3=9	<ul style="list-style-type: none"> Identify available large spaces and appropriate timetabling e.g. halls, and 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 Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. Participation in the Asymptomatic (mass) Testing Programme by the Department for Education (DfE) which commenced in January 2021, currently for staff. See additional annexe to RA (under review). Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in <u>Annex B</u> of the guidance. Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing. 	Yes	<p>PE to take place in the scheduled hall and scheduled outside slot. Windows to be open and doors.</p> <p>All lower corridor classrooms have access to their own playground, which is separate to main play area and can utilise at all times of the day for outdoor learning and sensory/movement breaks etc.</p> <p>Whole school and key stage assemblies are prohibited.</p> <p>School hall floor is demarcated to ensure social distancing when children are seated in there during PE or a lesson – tape has been reapplied in January 2021.</p> <p>EYFS and KS1 provision will have 'Teach stations' as</p>	2x2=4

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		<ul style="list-style-type: none"> Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. See guidance on phased return of sports. A separate Risk Assessment from any external provider operating on site is required and reviewed. 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. 		<p>required with screens, reduced furniture to allow adequate spacing between activities, will utilise both indoor and/ or outdoor spaces to allow for social distancing. Teachers will be required to plan for activities and sessions which maximise social distancing of pupils throughout the day. Perspex screens have been ordered for each class to allow staff to work with children for extended periods.</p>	
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3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils

Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	3x2=6	<ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools. A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils. Updated policies are available on the school website for parents to view. Parent and pupil handbook created. Advice is made available to parents on arrangements testing for COVID-19 in line with the latest guidance. Clarify arrangements for pick-up/ drop-off, breaktimes Arrangements for personal care e.g. nappy changing/feeding are in place Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion 	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	<p>March opening guidance to be published on the school website. Updated when new guidance is available. Sent to families and available on school learning platform: Seesaw Drop off and pick up times have been put in place to stagger buses and parent/carers who drop their children off at school. Only one parent to accompany their child when dropping off or collecting wearing a face mask. Current nappy/feeding arrangements in school are</p>	2x2=4
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		<ul style="list-style-type: none"> Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 Bring any support requests to weekly LA SEND Panel Requests for support for vulnerable families sent through Early Help Hubs LA support for individual or complex cases 	Yes TBC	adequate for children's return. Class and Individual (where appropriate) risk assessments completed for pupils. Senior Learning Mentor and external agencies where appropriate (Malachi) are supporting families where there is pupil/parent anxiety about the return to school and vulnerability to COVID19. Weekly meeting with Senior Learning Mentor to discuss the vulnerable list.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	2x3=6	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a regular basis via school's website. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	Yes Yes Yes	Details sent out to parents with newsletters and are available on school website and Seesaw -text alerts are sent when necessary to alert parents/carers to new guidance. All records are up to date. All events are taking place remotely e.g., coffee mornings.	2x2=4
Communications with parents/carers about expectations that must be followed to support pupils and keep the school	3x3=9	<ul style="list-style-type: none"> Uniform considerations to be made in light of the mutating variant. Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents. https://www.forwardthinkingbirmingham.org.uk Information about how to connect families to local support is 	Yes Yes Yes	In light of the new variant, school uniform is encouraged, however, children can wear their own clothes to allow parents to wash them. Comprehensive 'return to School' information to be	2x2=4

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community safe are not clear or in place		<u>available here.</u> <ul style="list-style-type: none"> Consideration given to personal items of children and hygienic storage of items – Soothers, comforters, nappies, personal toys. 	Yes Yes	shared before children return to school includes requests for change of clothes, hygiene, expectations on attendance and behaviour. PE days clarified with parents / carers so suitable clothing can be worn – children can wear active wear on the lower half e.g. joggers and trainers on PE days (Feb 2021). Remote learning policy in place. Pupils at home can access learning via the platform Seesaw and paper learning packs. Remote Learning Policy to be reviewed ASAP to take into account staff feedback. Only personal items agreed with school staff permitted in school and they will be kept separately from other resources.	
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4. The school day

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

The start and end of the school day create risks of breaching social distancing	4x4=16	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised Break and lunchtimes are also considered to maximise teaching time. Different entrances/exits are identified and used for different 	Yes	Arrival and departure time staggered between the arrival of pupils on School Transport and those who arrive with parents/carers. Reminder to	2x3=6
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guidelines on site	<p>groups.</p> <ul style="list-style-type: none"> • Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. • A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. • DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify critical workers (social workers, family support). 		<p>be sent before 8th March. Reminders sent on a regular basis.</p> <p>School buses to arrive from 8.45 am and pupils will start to disembark in a staggered manner from 8.50am (The current way in which school buses arrive allows for a safe and natural stagger into school without the need to stagger the arrival of different school buses significantly. A member of staff to oversee this at the start of the day).</p> <p>Pupils who arrive to school with parents/carers will arrive at 8.45am.</p> <p>Pupils on school transport start loading buses at 3.00pm to leave school site at 3.10. This will allow adequate time to stagger pupils who are collected by parents/carers</p> <p>Parents/carers asked not to attend school site until 3.10pm each afternoon and 8.45am each morning</p> <p>Clear markings on footpaths and around school entrances</p>	
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				Staff can choose to wear full PPE whilst working with children. Regular handwashing for staff and children is required throughout the day. Face masks are not classed as PPE. Face masks should be worn when in the school building and only removed when changing or at break times when socially distanced. A visor is recommended when working with children within a 2m distance. A visor does not replace the need to wear a face mask and can be worn in addition to a face mask not as a replacement. Medical gloves and aprons are also available to staff.	
Daily attendance registers for new cohorts are not in place	3x2=6	<ul style="list-style-type: none"> Class teacher and School Administrator responsible for completion of school daily attendance registers for onsite and remote learners School administrator responsible for completion of DfE daily submission (if applicable) Regular reporting and monitoring of attendance to responsible body and follow-up with families factored into workload. 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> 	Yes	All teaching staff have access to school MIS system to complete class registers. Attendance report to GB each half term Daily DFE returns completed by office administrator.	2x2=4
Staff may not fully understand their responsibilities if they or a child	3x3=9	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a regularly basis via, the school's website. Community languages are considered. 	Yes Yes	Staff handbook with clear guidance on procedures if child or staff member falls ill or displays COVID-19.	2x3=6

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show symptoms of COVID-19		<ul style="list-style-type: none"> Clear procedures in place where a child or member of staff falls ill whilst at school with reference to the school's infectious diseases policy and flowchart from Public Health Ensure contact details of families are up to date. 	Yes	<p>Symptoms-Clear flow chart in staff guidance and also on the school website.</p> <p>BCC Flowchart on the school website under the Coronavirus Information Section.</p> <p>Contact details are up to date and contact sheet and were reviewed and confirmed by families in September</p> <p>Interpreting service available by the Brass House.</p>	
Resumption of day visits	4x4=4	<ul style="list-style-type: none"> DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service. In the autumn term, schools can resume non overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). Protective measures, such as keeping children within their bubble, and the COVID-secure measures in place at the destination. Use of outdoor spaces in the local area to support delivery of the curriculum. Usual full and thorough risk assessments in relation to all educational visits. Schools should consult the health and safety guidance on educational visits when considering visits and seek relevant parental consents. 	Yes	Educational visits are currently not advised.	1x1=1

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5. Provision for meals and FSM. Consider alongside https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools						
Pupils eligible for free school meals do not continue to receive vouchers	3x2=6	<ul style="list-style-type: none"> • FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. • A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. FSM vouchers are given to families who are not in attendance and are eligible • Issues with food poverty to be addressed through application to Early Help Hubs 	Yes Yes Yes	All FSM vouchers have been received and distributed. —. School / home liaison member of staff coordinated issues with hubs	1x1=1	
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	4x4=16	<ul style="list-style-type: none"> • Feasibility on continuation or reimplementing of wrap-around provision. Seeking wraparound services from other providers. • Children to be grouped with the same children each time wherever possible and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups. • Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups. • Offer services on rotational basis. • Consideration of use of space for food preparation and consumption • Communicate decisions to parents and encourage parents to limit the number of providers that they are accessing where possible. • Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school 	Yes Privately ran so decisions made by managers-they have accommodated all needs to date.	Breakfast club and after school club in place (ran by private provider). Cleaner employed throughout the day to clean between sessions. Cleaning logs in place. Will be reviewed regularly at joint site committee. Club has contacted parents/carers directly. parents and carers to be advised to limit their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing. Communicated through the	2x3=6	

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		<p>setting, in addition to school, in order to minimise mixing.</p> <ul style="list-style-type: none"> • Collaborate with other schools where there are arrangements in place • Seek support from LA and other voluntary agencies 		<p>parent and pupil handbook. Letter to be shared with key information prior to whole school opening (8th March).</p>	
Meals are not available for all children in school	3x2=6	<ul style="list-style-type: none"> • Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. • Communication with catering provider to consider options • Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. • Safe food preparation space, taking account of social distancing • Stagger lunchtimes. • Limit lunch menus to offer a set nutritionally balanced menu e.g. One vegetarian, one non-vegetarian option. • Consider lunchtimes in the classroom. • Alternative arrangements in place for provision of school meals • Usual considerations in place for dietary requirements 	Yes Yes Yes Yes Yes Yes Yes	<p>Restricted number of staff in kitchen to reduce risk of transmission.</p> <p>Restricted menu in place due to restrictions in staff but balanced meals still on offer. Meals emailed to School Administrator in the morning.</p> <p>Meals delivered to all classes on trollies to reduce transmission. Lunch times are also staggered due to pupil SEN to support pupils in maintaining social distancing between bubbles and increase social distancing on the playground over this period of the day.</p> <p>All bubbles have a dinner trolley for serving meals.</p>	2x1=2
6. Safeguarding provision is needed in school to support returning children and consider any necessary changes and referrals as more children return to school including those with problems accessing online offer					<u>Consider alongside: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</u>

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Risk Assessment Tool (v11)
24.2.21 updated: 4.3.21

School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	3x2=6	<ul style="list-style-type: none"> • Safeguarding remains highest priority and policy is updated to reflect changes • All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. • All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) • School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements • Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. Reference to <u>an addendum for the BCC Model Safeguarding Policy</u> to be used. • 		School has additional DSLs to manage additional concerns (6). Staff are aware of all DSLs and DSLs are on site daily. Safeguarding Codicil in place. Evacuation arrangements discussed with site manager/markings on the floor identified. Fire Marshalls – JH, MR. Training for additional staff has been booked. New Safeguarding policy to be adopted early in the new year, with training provided for staff on the first day, having returned to school. Adopted September 2020. Covid Risk Assessment Reporting form set up on the public drive for staff to report concerns. Protocol to be reviewed and shared ASAP.	1x3=3
High risk of increased disclosures from returning pupils	3x3=9	<ul style="list-style-type: none"> • DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils • Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. • Multi-agency arrangements in place to support early help 	Yes Yes Yes	School has additional DSLs to manage additional concerns during lockdown (6) Weekly meetings in school with DSLs.	3x2=6

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		<ul style="list-style-type: none"> • School is aware of support through Early Help Hubs • Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	Yes	<p>BCC weekly meetings re vulnerable pupils</p> <p>Staff trained in EH on site.</p> <p>Regular Multi agency meetings are in place and will resume on school site and via Teams where needed.</p> <p>Attendance team working with CSAWS to review pupil attendance regularly.</p>	
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	3x3=9	<ul style="list-style-type: none"> • Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. • Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. • The school is working towards accessing support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Yes Yes Yes	<p>School has appointed adult and child mental health first aiders.</p> <p>Staff continue to be able to access variety of well-being support in place: 24/7 counselling, Malachi will offer support from mid-January for identified staff.</p> <p>Educational Psychology services, Malachi and LTE have access to resources for bereavement (Bereavement training pack/Guidance available in school through SLM)</p> <p>SLM to access 'You've been missed 'training through BCC in August.</p>	2x3=6

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7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting					
Pupils' behaviour on return to school does not comply with social distancing guidance	4x4=16	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice Staff model and encourage social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured and closely supervised. Large gatherings are avoided. The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents, and a focus on reintegration and re-engagement with support for pupils to do so. Staff monitor areas where there are concerns around social distancing measures and report them to SLT to be reviewed. Messages to parents to reinforce the importance of and exhibit social distancing. 	Yes Yes Yes Yes Yes Yes Yes Yes	Behaviour codicil in place Social distancing posters on display around school site. Positive behaviour management training completed in the Autumn Term. Floor markings in place for social distancing. Social distancing to be included in daily reminders to pupils during their lessons. Full medical grade PPE provided to staff. School has now signed up for Enhanced behaviour management advice and techniques which will be accessed through Steve Brown –Advanced TT trainer (Staff will be able to request support for individual pupils throughout the year and regular training provided). Comprehensive information	2x2=4

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				regarding social distancing sent home to parents before opening 8 th March. 3 staff to attend Team Teach training in Spring Term (currently awaiting confirmation of dates). Full school Team Teach Training to be scheduled in the new academic year.	
8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support					
Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened	3x3=9	<ul style="list-style-type: none"> Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials. Focus on returning to normal curriculum by summer term 2021, with statutory primary assessments taking place in summer 2021 and reception baseline assessment in September 2021. Planning on the basis that GCSEs and A levels will take place in summer 2021 (3 weeks later than usual). 	Yes Yes Yes	Planning initially focuses upon returning to school, getting used to routines and exploring relationships with others Teachers to review progress to date and identify areas for catch-up purposes. Behaviour for learning questionnaire completed, pupil assessment data and interventions reviewed half termly. Next steps implemented. Laptops have been sent home to families identified with digital poverty. Families to keep loaned laptops until Easter half term.	3x2=6

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		<ul style="list-style-type: none"> Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, with teaching expected to start by the start of the summer term 2021. Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the Education Endowment Foundation. Plans for intervention are in place for those pupils who have fallen behind in their learning, or isolating and are supported through home learning Consider the response to young children who have fallen behind in their self-care skills School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school 	Yes Yes Yes Yes Yes Yes	New RHE curriculum to be finalised. Planned roll out in summer 2021.	
School unable to meet full provision required in line with EHCP	3x2=6	<ul style="list-style-type: none"> Supporting the delivery of each EHC plan. Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. Access support through health and social care offer Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service 	Yes Yes Yes	OT provision to be sourced Staff will liaise with visiting professionals to adapt any therapies and support RA process for therapies where 2m rule cannot be applied All other EHCP outcomes should be delivered/met through the recovery curriculum	2x2=4

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Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school	3x3=9	<ul style="list-style-type: none"> Access BEP offer for online resources Review online offer for pupils that are unable to attend school Learning offer for pupils unable to access online resources Access Early Help Hub support for those pupils affected by ICT poverty Staff deployment including support workers, trainees and volunteers 	Yes Yes Yes Yes Yes Yes Yes Yes	Additional resources (including physical/sensory resources) will be delivered to households where pupils need to be educated at home if required Laptops loaned to families where digital poverty is identified, following SLT approval. Laptops are loaned until Easter half term. SaLT due to come into school week commencing 8.3.21	2x2=4
No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are not attending school	3x3=9	<ul style="list-style-type: none"> Review numbers of children attending school Engagement of appropriate services for families not engaging Identify staff resource to manage curriculum offer Set out short/medium term offer for this group of children. Planning scheduled for longer term offer Curriculum leads in school meet regularly to review impact of plan • 	Yes Yes Yes Yes	School reopening 8 th March to all pupils. Children unable to attend school, will continue to access learning through Seesaw. SLM along with other agencies (Malachi) to support families and pupils with anxieties.	2x2=4
Pupils moving on to the next phase in their education are ill-prepared for transition	3x3=9	<ul style="list-style-type: none"> A plan is in place for pupils and their parents to discuss the next stage in their education and resolve any issues. There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools) to assist with pupils' transition. 		Virtual Tour on the school website. Year 5 Secondary school virtual meeting to be planned.	2x2=4

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		<ul style="list-style-type: none"> • Regular communications with the parents of incoming pupils are in place. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 			
Pupils moving on to the next phase in their education are ill-prepared for transition	3x3=9	<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils. • Online induction days for pupils and parents are planned. 	Yes Yes Yes Yes	<p>School has liaised with secondary schools, including providing relevant information where requested</p> <p>School has liaised with feeder primary schools, where new children are transferring from another setting</p> <p>New starters to have access to virtual video showing school organisation during Covid-19 as required (On Seesaws platform)</p>	2x2=4
9. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	3x3=9	<ul style="list-style-type: none"> • Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff • Advice sought from LA to support staffing levels or support eligible children to access provision through another school • Chair of responsible governing body kept informed throughout • Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <u>extra mental health support for pupils and teachers</u> from DfE is also accessed. • Staff deployment including support workers, trainees and 	Yes Yes Yes	<p>Consistent supply staff to be sourced to cover absence</p> <p>0 hour staff to cover absence in the short term</p> <p>6 DSLs trained</p> <p>14 First Aiders are trained within the school.</p>	2x3=6

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		<p>volunteers</p> <ul style="list-style-type: none"> Setting up arrangements with local schools or schools within MAT Collaborate with schools/year groups to deliver remote learning to more pupils. This could include using shared resources/videos. 		<p>Adult and child Mental Health First Aiders trained.</p> <p>Malachi support for staff and children in place.</p> <p>All training is logged and reviewed.</p>	
Identify staff unable to return to school	1x2=2	<ul style="list-style-type: none"> 3 staff clinically extremely vulnerable, are unable to attend school but can work effectively from home, for example supporting remote education, or safeguarding calls. <u>The Government's New National Restrictions</u> advise the clinically extremely vulnerable to work from home during this period of lockdown. If they cannot work from home, they should not go to work. Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance. Provide ongoing support for staff including <u>wellbeing and mental health support</u> for maintained schools. 	Yes Yes Yes	<p>Laptops provided for staff to work from home on any occasions where staff cannot work on site.</p> <p>School in regular contact with staff working from home.</p> <p>Resources delivered to staff to continue working from home.</p> <p>Trained adult and child Mental Health First Aiders.</p> <p>Malachi support for staff in place.</p>	1x1=1
Staff are insufficiently briefed on expectations	3x3=9	<ul style="list-style-type: none"> Staff receive weekly briefings on day to day school matters Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the <u>extra mental health support for pupils and teachers</u>. Ensure health & wellbeing policy is in place and available to all 	Yes Yes	<p>Teams meetings/ CPD x-1 per week</p> <p>1 x weekly briefings to continue, using Microsoft Teams</p>	2x2=4

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		<p>staff. Encourage access to support and mental health first aiders.</p> <ul style="list-style-type: none"> • Staff workload expectations are clearly communicated • Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school • Staff have been fully briefed on the action planning for local/bubble lockdown 	<p>Work in progress.</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>3 paediatric mental health first aiders</p> <p>3 adult mental health first aiders</p> <p>Staff calendar including key information to be consulted upon and shared with staff.</p>	
10. Protective measures and hygiene					
<p>This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	3x3=9	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Corridors are divided where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. • Appropriate supervision levels are in place. • Agree how safety measures and messages will be implemented and displayed around school 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Classrooms measured in 2 x 2m squares</p> <p>One way system in place - to be reshared with staff.</p> <p>Cleaning of high contact areas continues by cleaner.</p> <p>Consultation with Coppice regarding the use of the main entrance in relation to Coppice lunchtime and end of day arrangements.</p> <p>Symbolised signs provide reminders in pupil speak</p> <p>Pupils are accompanied with high staffing ratios when in</p>	2x3=6

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		<ul style="list-style-type: none"> 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. 	Yes Yes N/A	corridors Staff to complete visual check before walking into the corridor 3 Additional heaters installed in classrooms identified as cold. Additional 3 heaters to be purchased for remaining classrooms identified as cold. Portable heaters in three classrooms that are awaiting heater installation. Follow DfE guidance (SAGE): In workplaces that rely on natural ventilation it is important to keep vents open and regularly open windows especially in spaces that are shared with other people. Opening windows (and sometimes doors as well) intermittently, for example for 10 minutes every hour, can be effective at reducing the risk from virus in the air. If this is combined with a break where occupants leave the room (e.g. in meeting rooms or class rooms) this is even more effective. Therefore, windows must be open a minimum of 10 minutes every hour to	
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				maintain good ventilation and a working temperature. Identified staff have received training by the National College with regards to Food Hygiene and Food Allergy training – to support delivery of lunches in class and as support in case of reduced capacity in lunch time supervisors.	
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures	2x4=8	<ul style="list-style-type: none"> Classroom base arrangements in place. Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. All soft furnishings/toys have been removed across the school 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. 	Yes Yes Yes Yes Yes Yes Yes	Break out spaces available for identified classes: Sensory room, roof garden, soft play, gated playgrounds and pods. Music room turned into additional sensory room. Unnecessary furniture placed in storage. Individualised resources/class resources are cleaned. Resources shared between classes are cleaned to the best of staff's ability and left for 48-72 hours between uses wherever possible (Sterilisation stations in laundry room). SLT recognise how difficult this is and that staff are doing their best. Washing hands and face coverings is one of the most	2x3=6

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				effective way of protecting against coronavirus. Maximum class size is 15 for all classes. Other classes maximum capacity will be reviewed based on individual pupil needs and class risk assessments when considering admitting additional pupils. Staff are encouraged to get children to complete work on paper so it can be left for 72 hours for marking. Physical marking can be left for 72 hours or if marking daily, gloves must be worn and changed between each child's set of books. (Books to be marked as complete set if marking daily). When marking is after 72 hours - verbal feedback must be given in real time to support children's learning.	
Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	3x3=9	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms. • Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services 	Yes Yes Yes	5 rooms have been identified where staff can spend break times in their bubbles. Classroom to be used if Acorns or Amber room is unavailable. Facilities to be accessed via downstairs	2x2=4

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				kitchen (attached to hall) if unable to access the rooms. Staff travelling to Acorns will be permitted an additional 5minutes to travel to and from Acorns.	
Queues for toilets and handwashing risk non-compliance with social distancing measures	2x3=6	<ul style="list-style-type: none"> Toilets and hand washing systems have been established and are monitored to ensure children do not group in this area. Floor markings are in place to promote social distancing. Pupils and staff know that they can only use the toilet one at a time and enough time is allowed to do so. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods. Pupils are reminded regularly on how to wash hands and all children are supervised in doing so. Handwashing is 	Yes Yes Yes Yes Yes Yes Yes Yes	Each bubble of two classes shares one set of toilets Sprays or wipes are present in toilets for cleaning following staff use Hand gel available upon entry to school, in classrooms and in all shared spaces Wall mounted hand sanitiser available next to photocopiers and hand sanitiser available in office spaces Floor markings in place – to be reapplied regularly if they	1x3=3

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		<p>incorporated into the daily timetable.</p> <ul style="list-style-type: none"> • Children are encouraged not to touch peers. • Provision of hand gel is made available where there are no handwashing facilities, supervised use for all pupils.. • Promote 'catch it, bin it, Kill it'. Use of <u>e-bug</u> learning from Public Health England. 	Yes Yes Yes	lift. No requirement to queue for toilets Regular handwashing for pupils is encouraged and is built into school day Soap and paper towels are replenished daily. Staff to monitor children's use of soap and paper towels to ensure they are not wasted and there is an adequate amount for the day.	
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11. Enhanced cleaning and how it will be implemented in your school for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies

Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces and touch points are not undertaken to the standards required	2x4=8	<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 September opening. • An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school. • Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces • More frequent cleaning of rooms / shared areas that are used by different groups • Working hours or additional capacity for cleaning is planned and in agreement with cleaning staff. • Toilets to be cleaned every morning break, lunchtime and at the end of the school day. • Outdoor playground equipment designated for each bubble 	Yes Yes Yes Yes Yes Yes	Enhanced cleaning is in place with additional cleaner on site throughout the school day. Hall cleaned between use. Cleaning focus on touch points including door handles, hand rails, toilets. Cleaning products kept in the shed for outdoor equipment if required. Bubbles to have designated play equipment.	2x3=6
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		<ul style="list-style-type: none"> • Seek LA support to manage insufficient capacity 	Yes Yes		
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	3x4=12	<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 pupil displays symptoms. (added in v3) • Suitable medical grade PPE equipment is available. 	Yes Yes Yes Yes Yes Yes Yes	<p>Cleaning company fully aware and confirmed with site manager.</p> <p>Ongoing audit - all Staff to report when running low of PPE within classes.</p> <p>Yellow bags in office. Can be put in nappy bins.</p> <p>All Staff have suitable PPE – masks must be worn at all times (only medical exemptions detailed in individual risk assessments).</p>	2x3=6
12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x4=8	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3) • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at 	Yes Yes Yes Yes	<p>All tap and soap dispensers working. Each class has hand sanitizer.</p> <p>Low supplies of cleaning products to be reported to IB.</p> <p>All classrooms have an antiviral spray bottle for use during the day.</p> <p>Specific sinks and toilets</p>	1x4=4

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		<p>school. Handwashing for 20 seconds minimum encouraged.</p> <ul style="list-style-type: none"> • Reinforce 'catch it, kill it, bin it' message. Use of e-bug learning from Public Health England. • Process is in place for removing and disposing/storing of face coverings when pupils and staff who use them arrive at school. 	Yes Yes	within classroom bubbles assigned to classes (signage to show this).	
Inadequate supplies and resources mean that shared items are not cleaned after each use	2x3=6	<ul style="list-style-type: none"> • Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • A plan is in place to clean resources which have been taken home. • Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible. • Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles or wraparound care. • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 	Yes Yes Yes Yes Yes Yes Yes Yes	<p>Pupils have own resource packs</p> <p>Staff regularly clean surfaces in class and additional cleaning is provided throughout the day by cleaning staff</p> <p>Timetables for particular rooms and equipment is timetabled to allow for adequate cleaning between use</p> <p>Staff guidelines indicate that staff can use additional curriculum resources if they adequately cleaned/sterilised at the end of the day in collaboration with site staff</p>	1x3=3
13. School level response should someone fall ill on site in line with govt guidance					

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Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	2x4=8	<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. • This guidance has been explained to staff and pupils as part of the induction process. • Regular review of the latest information across senior leadership and staff members: <u>https://www.birmingham.gov.uk/COVID-19 schools faqs</u> • Use the <u>flowchart</u> from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. • Staff are aware of the location of the spare PPE. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines • Report cases of to the Health Protection Team in Public Health England using the online guidance and <u>checklist</u>. • Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per <u>guidance</u>. • Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. • Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <u>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</u> • Further information on Government's vaccination plan can be found here: https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/ 	Yes	Yes	Yes	Revised flow chart shared with staff indicating symptoms and procedures to take – available on the website	1x4=4
			Yes	Yes	Yes	Guidance shared through parent/child and staff handbooks	
			Yes	Yes	Yes	Shared through SLT training meeting prior to opening	
			Yes	Yes	Yes	All staff are aware of symptoms and these are clearly displayed throughout the school and shared with staff	
			Yes	Yes	Yes	PPE kept in Ex.HT office- and store room staff take daily requirements and can access extra in emergency	
			Yes	Yes	Yes	SLT will report to PHE if outbreak occurs	
			Yes	Yes	Yes	Staff will book a PCR Covid test if they develop symptoms	
			Yes	Yes	Yes	SLT will report directly to Riddor (Foundation School).	

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		<ul style="list-style-type: none"> Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. <ul style="list-style-type: none"> <i>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing schoolsafety@birmingham.gov.uk.</i> <i>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</i> 	Yes		
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place	2x4=8	<ul style="list-style-type: none"> Identified space which enables social distancing and isolation measures are not compromised For children there is a designated area available where a critical person can continue to support the child away from the rest of the group until collection by parent/carer. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for isolation rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation. PPE to be used for accompanying staff where pupil symptomatic. 	Yes Yes Yes Yes Yes Yes	Staff can use the roof terrace as an outside space to isolate with a child if the weather is good. Ensure suitable clothing is worn. The Amber Room has been allocated as a designated area if a pupil is symptomatic and the outdoor is deemed inappropriate (weather etc). Additional rooms will be allocated as and when needed. Door to remain open when child is isolating. Indoor isolation spaces to be reviewed and feedback to staff.	1x4=4

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			Yes	<p>Sign to be placed on the door when the isolation room has been used to ensure it is not accessed unless for cleaning reasons.</p> <p>Pupil will remain there with staff member and access to a phone.</p> <p>Contracted cleaning company and external company (previously used) will complete deep clean as previously carried out for us-SLT/ IB to contact as required.</p> <p>School has adequate PPE.</p>	
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14. Plan for personal protective equipment for staff providing intimate care for any children and young people and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home					
Provision of PPE for staff where required is not in line with government guidelines	2x4=8	<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 meters cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>. Sufficient PPE has been procured through normal stockist PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been 	Yes Yes Yes Yes	Staff have received training on use of PPE-training. PowerPoint will be re-circulated before full school opening. In absence of Bcc PPE supply from September 2020, the Chair of Governors has sourced supply chain for school-	1x4=4

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		<p>instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</p> <ul style="list-style-type: none"> • 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 	Yes Yes Yes	<p>School has some reusable items of PPE (school provided personal visors) which are allocated to staff and staff take responsibility to clean appropriately.</p> <p>Staff have access to PPE for the duration of the school day for all sessions.</p>	
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	2x4=8	<ul style="list-style-type: none"> • Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios • Sufficient stock has been ordered using school's usual suppliers • Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	Yes Yes Yes Yes	<p>From September 2020, stock is ordered against Bubble use requests.</p> <p>School has adequate PPE stock. Regularly reviewed by SLT and office staff .</p>	1x4=4
15. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing	2x4=8	<ul style="list-style-type: none"> • Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. • An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe including distancing and hygiene procedures. • Assurances have been sought from the contractors that they are familiar with the symptoms associated with Coronavirus covid-19, all staff attending the setting will be 	Yes Yes Yes	<p>Infrastructure manager to maintain an overview of scaffolding currently in place.</p> <p>School will seek to have contractors at end of school day and on weekends if cleaning and work can be arranged.</p>	1x4=4

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and infection control		<p>in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</p> <ul style="list-style-type: none"> • Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. • Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. • In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. • Premises governing board committee is aware of planned works 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 	Yes Yes Yes Yes Yes	Contractors are able to enter through side doors. Site Manager has systems in place and statement to ensure contractors are familiar with Covid-19 symptoms. Emergency contractors will access the building when children are not in the building where possible.	
Fire procedures are not appropriate to cover new arrangements	3x3=9	<ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ◦ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes ◦ Social distancing rules during evacuation and at muster points ◦ Possible need for additional muster point(s) to enable social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation procedures. • Incident controller and fire marshals have been trained and briefed appropriately. • Fire drill arranged in line with Covid plan. 	Yes Yes Yes	Fire evacuation plan to be reviewed before children return to school. Fire alarm procedures have been updated. Assembly points assigned on the playground with 3m distances between classes. Children encouraged to stand in line with 2m between them. Staff are briefed and have conducted fire drill under	2x3=6

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				these arrangements during the Summer term and Autumn Term. Action: fire drill in Spring term.	
Fire evacuation drills - unable to apply social distancing effectively	3x3=9	<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 	Yes	Fire drills planned termly.	2x3=6
Fire marshals absent due to self-isolation	3x3=9	<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. 	Yes Awaiting confirmation	SLT has assigned adequate fire marshals. Updated training arranged by the Infrastructure manager during the Spring term. No personal evacuation plans required within the school currently.	2x2=4
Statutory compliance has not been completed due to the availability of contractors during lockdown	1x3=3	<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 key staff (site manager/caretaker) involved in statutory testing & site safety be off or away LA support is in place 	Yes Yes Yes Yes	In place and overseen by Site manager and SLT.	1x2=2
The costs of additional measures and	3x3=9	<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. 	Yes	Separate cost centre identified awaiting forecast from Bursar	3x2=6

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enhanced services to address COVID-19 when reopening puts the school in financial difficulty	<ul style="list-style-type: none"> • LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. • Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. • Additional sources of income are under exploration. • The school's projected financial position has been shared with governors and LA or trust. • 	Yes Yes Yes Yes Yes	Covid spend identified in budget orders Finance committee will monitor Covid-19 cost centre ExHT/ Acting HT reviewing finance support in office and through Bcc SLAs Action: Bursar to generate forecast for covid-19 spend Staff will be able to input into any additional COVID funding.	
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16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach

Considerations

- Nationally the [ONS analysis](#) has identified an increased risk of death among some ethnic groups, although this increased risk 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 ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.
- In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes
- The [NHS risk assessment](#) suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.
- Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.
- It is less clear cut for children who are living in households with other vulnerable adults or siblings, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.

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

Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff	2x3=6	<ul style="list-style-type: none"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3) Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following guidance. Current government guidance is being applied. Consider advice from Public Health England regarding BAME staff in section above. Seek advice from Occupational Health Service 	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	<p>Completed by SLT.</p> <p>Identified staff have been referred to OH.</p> <p>All vulnerable staff have a RA in place and access to full PPE when working with pupils from September. All RAs reviewed when guidance changes.</p> <p>Any staff who are issued a shielding letter will work from home.</p> <p>Stringent social distancing and RA in place.</p> <p>Advice from PHE considered.</p> <p>Vulnerable staff allowed back in school will not participate in direct personal care (toileting) with pupils where possible.</p>	1x3=3
Staff, particularly those from BAME heritage, are	2x3=6	<ul style="list-style-type: none"> No. of BAME staff No. of BAME staff assessed as clinically extremely vulnerable 	5 0	Regular well-being support and advice is given for all staff.	1x3=3

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reluctant to attend school due to the media coverage on deaths related to coronavirus.		<p>and requiring to remain at home</p> <ul style="list-style-type: none"> • No. of BAME staff able to return but requiring additional support • School is developing more of a focus on wellbeing. Line Managers are aware of the need to further prioritise this. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	0 Yes Yes Yes Yes Yes	Site RA includes section on BAME and PPE requirements RAs are carried out with BAME staff members who have other identifiable risks e.g. age, obesity, underlying medical condition etc. All staff sign posted to well-being resources Mental Health First Aiders available to support as required. Training received by Ed psych around mental health and wellbeing.	
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	2x3=6	<ul style="list-style-type: none"> • No of BAME pupils • No of BAME pupils risk assessed as clinically extremely vulnerable and requiring to remain at home • No of BAME pupils able to return but requiring additional support • There are enough numbers of trained staff available to support pupils and parents with these anxieties. • There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school • Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. • School arrangements demonstrating social distancing measures are shared with parents and pupils 	45 0 5 Yes Yes Yes Yes	SLT, Pastoral support, DSLs and SLM all able to support with anxieties etc. and signpost families Access to Focussed multi-disciplinary Team meeting with Bcc on weekly basis if additional support is required Comprehensive social distancing measures in place Child Mental Health First Aiders/ Senior Learning	1x3=3

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		<ul style="list-style-type: none"> Resources/websites to support parent and pupil anxiety are provided. Signpost parent/carers to published risk assessment. 		Mentor available to support Agreed Risk Assessment to be published on the school website.	
Parents do not follow advice on social distancing when visiting the school	3x3=9	<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is available. 	Yes Yes Yes	Only one parent/carer in reception at any one time Parent/carers only allowed in reception in case of emergencies or by prior arrangement Parents/carers to use Seesaw for non-urgent messages. Parents/carers who persistently ignore social distancing, despite support and polite reminders, will be banned from school premises Parents to wear masks when picking up their children.	2x3=6
17. Work with other school-based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are	3x3=9	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, etc. Reference to an addendum for the BCC Model Safeguarding 	Yes Yes Yes	Onsite private nursery has all policies in place and these are shared/discussed regularly through joint site Governor meetings.	2x2=4

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no longer fit for purpose in the current circumstances		Policy. A new safeguarding model needs to be adopted from September 2020..			
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, considering COVID-19,	2x3=6	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> ◦ Different areas of the school including any Early Years provision ◦ When pupils enter and leave school ◦ During movement around school ◦ During break and lunch times ◦ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Yes	<p>Onsite private nursery has all policies in place and these are shared/discussed regularly through joint site Governor meetings</p> <p>Break times are shared to avoid any cross over of staff and pupils.</p> <p>Nursery has own entrance and playgrounds</p> <p>Co-located SLT meet regularly for updates and termly site governors meeting.</p>	1x2=2

18. Home to School Transport

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 schools and colleges.

Key points include:

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

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<p>and other dangerous driving on empty roads.</p> <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>					
Pick up and drop off times	3x3=9	<ul style="list-style-type: none"> Consider opening school gates earlier or designated entrances so parents can socially distance. Encourage parents not to gather at entrance gates or doors or enter the site unless they have a pre-arranged appointment. Encourage only one parent/carer/childminder to drop or collect and timetable allocated drop off and collection times. Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. Consider the use of simple signage to highlight the need for social distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings. Organised queuing and boarding of vehicles and distancing within vehicles wherever possible. Pupils/staff must wash their hands/use hand sanitiser on boarding and on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Staggered start and end times in operation Clear markings to indicate drop off and wait zones to ensure social distancing Information communicated with both parents/carers, school transport and staff One way system in operation School transport are operating in class bubbles	2x2=4

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Children arriving late as a result of journey to school	2x3=6	<ul style="list-style-type: none"> • As per Government guidance: <ul style="list-style-type: none"> ➢ Children, young people and parents are encouraged to walk or cycle where possible ➢ ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers ➢ ensure that transport arrangements cater for any changes to start and finish times <p>In addition:</p> <ul style="list-style-type: none"> • Advise parents/carers to use various modes of transport including driving to school being mindful of the need to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. • Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey. • Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. • If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us • Use Modeshift STARS to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. • Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific 	Yes	<p>Arrival and departure information clearly shared with parents/carers (. Parents updated with changes as required.</p> <p>Parent/carers advised encouraged to arrive on time</p> <p>Individual arrangements in place where applicable.</p>	1x2=2
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		<p>times in order to avoid pavement congestion.</p> <ul style="list-style-type: none"> • For further information and guidance regarding any of the above points see: • www.birmingham.gov.uk/modeshiftstars or contact: connected@birmingham.gov.uk. For information regarding home to school travel contact: Mark.Hudson@birmingham.gov.uk 	Yes		
Transport capacity for pupils with EHCP attending special schools and resource bases is insufficient	3x3=9	<ul style="list-style-type: none"> • Schools' individual requirements are discussed with Home to School Transport to prepare for full return. From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. • Schools are aware of the proposed routes and vehicle allocations • Travel Assist and Schools will inform parents confirming the transport arrangements • Parents offered Personal Transport budgets temporarily, to relieve the pressure on the transport providers 	Yes Yes Yes	Children attending school who are not brought by parents, access travel assist minibuses. Drivers and bus guides to wear face masks. New minibus routes agreed with transport to reduce mixing with other class bubbles. Children travel in groups with pupils from their bubble only.	2x2=4
19. Contingency planning for local or national lockdown					
No plan in place if an outbreak or local lockdown should occur	3x2=6	<ul style="list-style-type: none"> • School Business Continuity Plan has been updated • Proposed resourcing model is in place should lockdown and partial or full closure be required • Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. • Parents are informed of the school's procedures for local/bubble lockdown. • Staff have been fully briefed on the action planning for local/bubble lockdown or outbreak. • Preparation for learning continuity in the event of local or bubble lockdown (added in v4) <ul style="list-style-type: none"> ○ Blended learning offer to support continued 	Yes Yes Yes Yes Yes	Infrastructure Manager to review school business and continuity plan. Proposed plan in place in the event of a partial or full lockdown. Remote learning policy shared with staff and staff consulted regarding the expectations for teaching and learning in the event of a	1x2=2

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		<p>delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable:-</p> <ul style="list-style-type: none"> ○ Remote learning packages ready to offer where there is an outbreak within a bubble or wider as part of business continuity. Consideration of remote learning for young pupils or those with SEND. <p><u>https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</u></p> <ul style="list-style-type: none"> • Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home • Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate. <p>Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate.</p>		<p>lockdown. Remote Learning Policy to be reviewed ASAP to take into account staff feedback.</p> <p>Each class have 2-day work packs prepared for use in the event of their class/bubble needing to isolate.</p> <p>Seesaw remote learning platform in place in the event of an isolation/lockdown. In an extended lockdown, further work packs to be sent focussed on IEP targets.</p>	
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