



Introduction

The government plan is for the [phased return of some children](#) to school from the week commencing 1 June. This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 14/05/2020 and 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.

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 all relevant stakeholders.

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

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

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

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

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



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

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

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



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/safe-working-in-education-childcare-and-childrens-social-care>
- <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>
- <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>
- <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
- <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/closure-of-educational-settings-information-for-parents-and-carers>
- <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- <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-guidance-on-vulnerable-children-and-young-people>
- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- <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/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>



	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>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</p>
Governance and other resources	<p>As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk</p> <p>There are also useful prompts and guidance in the following document: https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx</p> <p>Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: EYDuty@birmingham.gov.uk</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>



Version edits – please note page numbers may have altered on later iterations

Version No.	Section - Edits	Page	Published
18	Original		18/05/20
19	<p>A number of changes made; many specific to EYFS considerations.</p> <p>Introduction – reference to EYFS guidance added</p> <p>Links to DfE guidance – weblinks to latest guidance dated 15.05.20 added including guidance notes specific to EYFS</p> <p>Governance – contact details for EY team added</p> <p>Version Edits – added in full</p> <p>Risk 1.1 – ‘nursery class’ changed to ‘nursery class/school’</p> <p>Risk 1.2 – EY staff roles added</p> <p>Risk 1.3 – added reference to EYFS ratios</p> <p>Risk 1.6 – control measure added in full, reference to continued nursery admission processes</p> <p>Risk 2.1 – 2 year olds and under 2s added to control measure</p> <p>Risk 2.2 – added 2 control measures on EYFS environment</p> <p>Risk 2.3 – added reference to EYFS environment</p> <p>Risk 3.2 – added reference to weekly LA ISEY Panel</p> <p>Risk 4.1 – reference to arrangements for personal care in nursery</p> <p>Risk 4.2 – reference to verbal communication in community language and ensuring family contact details are updated.</p> <p>Risk 4.3 – added 2 control measures re. bedding and personal items for EYFS</p> <p>Risk 5.1 – added consideration of handover of young children</p> <p>Risk 6.1 – added reference to FSM vouchers provided to eligible families not attending</p> <p>Risk 6.2 – added reference to seeking wraparound care from childminders/PVIs</p> <p>Risk 7.1 – exchange of ‘nurses’ with ‘health visitors’</p> <p>Risk 9.1 – consideration for young pupils and self-care</p> <p>Risk 9.2 – EY Inclusion Support Service named for support</p> <p>Risk 9.3 – NS Trust and Teaching Schools Alliance named for support</p> <p>Risk 9.4 - NS Trust and Teaching Schools Alliance named for support</p> <p>Risk 9.5 – addition of earlier educational phases of transition</p> <p>Risk 10.2 – ‘clinically vulnerable’ changed to ‘clinically extremely vulnerable’ as per DfE guidance</p> <p>Risk 11.1 – reference to small groups for nursery pupils</p>	<p>1</p> <p>3,4</p> <p>4</p> <p>4</p> <p>4,5</p> <p>6</p> <p>6</p> <p>7</p> <p>8</p> <p>8</p> <p>9</p> <p>9</p> <p>10</p> <p>11</p> <p>11</p> <p>12</p> <p>13</p> <p>13</p> <p>14</p> <p>15</p> <p>17</p> <p>17</p> <p>17</p> <p>18</p> <p>18</p> <p>19</p> <p>20</p>	19/05/20



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Version No.	Section - Edits	Page	Published
	<p>Risk 11.2 – reference to soft furnishings and use of resources within small groups</p> <p>Risk 11.4 – reference to children changing facilities being in place</p> <p>Risk 13.1 – reference to hand washing of young children</p> <p>Risk 14.1 – reference to vigilance towards Covid and other infectious illness in young children in particular</p> <p>Risk 14.2 – designated area for young children with symptoms to wait with key worker</p> <p>Risk 16.6 – financial support potentially available to EY providers</p>	<p>21</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>27</p>	
20	<p>Governance – addition of 'other resources' to the section including a link to ACAS and HSE</p> <p>Risk 2.2 – additional consideration of staffing changes to cover absences</p> <p>Risk 8.1 – compliance of group sizes with DfE guidance</p> <p>Risk 11.2 – safe storage of unused furniture</p> <p>Risk 11.4 – number of additional considerations: cleaning timetable related to number of pupils accessing facilities; incorporating hand washing in the daily timetable and provision of hand gel in high capacity areas where no hand washing facilities</p> <p>Risk 12.1 – agreeing increased hours with cleaning staff</p> <p>Risk 13.2 – identifying cleaning roles and responsibilities for each area</p> <p>Risk 15.1 – cleaning of reusable PPE items</p> <p>Risk 16.2 – arranging a fire drill in accordance with covid plan</p> <p>Risk 16.4 – training of other staff in fire marshal duties</p> <p>Risk 17.4 – added in full re. managing parent/visitor compliance with social distancing</p>	<p>4</p> <p>10</p> <p>16</p> <p>21</p> <p>21-22</p> <p>22</p> <p>23</p> <p>25</p> <p>27</p> <p>27</p> <p>29</p>	21/05/20
21	<p>Governance – addition of NAHT guidance</p> <p>Risk 9.1 – reference to young carers</p> <p>Risk 17 – narrative added on considerations to pupils and staff of protected characteristics including Public Health advice on BAME staff</p> <p>Risk 17.1 – reference to BAME advice and seeking Occupational Health support if needed</p> <p>Risk 17.2 – collecting data on BAME staff numbers</p> <p>Risk 17.3 – collecting data on BAME pupil numbers</p>	<p>4</p> <p>17</p> <p>28</p> <p>29</p> <p>29</p> <p>30</p>	22/05/20
22	<p>Risk 16.1 – Removal of reference to administering temperature checks of contractors for on-site works. This is based on latest PH advice that temperature is not a reliable measure and that it is important that the wider symptoms are considered. Recording a contractors' name and temperature could also require consent and involve data protection considerations.</p>	<p>26</p>	27/5/20



Area of concern to be addressed	Current risk rating 7 May 20	Control measures Good Practice Control Measures Adopted	In place? Y/N	Further action/ Comments	Final risk rating 27/5/20
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Unable to assess likely numbers of pupils returning	8 = HIGH	<p>Identify numbers of pupils likely to return:</p> <ul style="list-style-type: none"> 11-12 Vulnerable + Critical / Key Worker children (1 bubble / 'family') 14 children in Y1 (1 bubble / 'family') 7 children in Y6 (1 bubble / 'family') <p>Four separate spaces initially required:</p> <ol style="list-style-type: none"> Foundation Stage Unit – vulnerable + critical worker x11 - 12 children Year 1 – Y1A x7 children (in school during lock down) Year 2 – Y1B x7 children (returning to school from 20.3.20) Year 6 – x7 children <p>N.B Numbers being admitted to the school capped until 12th June 2020.</p>	Y	<ul style="list-style-type: none"> Survey sent out to parents and carers in specific groups and Y2, 3, 4, and 5. (12.5.20) <ul style="list-style-type: none"> High number of undecided therefore second text survey (Y / N) for specific groups Y1 and Y6 Results of survey monkey and text survey fed into return to school strategy. See Return To School Strategy Folder (RSS Folder) Capping numbers in each 'bubble' as adhering to 2m social distancing in classes. 	4 = LOW
Unable to assess required staffing resource <i>(cross reference with risk assessment on staff health and wellbeing)</i>	8 = HIGH	<p>Identify numbers and roles of staff required to support return:</p> <ol style="list-style-type: none"> 11 – 12 V+ C/KW children in Foundation Unit 3 CT's (p/t) + 1 TA (p/t) Inclusion Lead to oversee FS 14 Y1 children, 7 Y1 + 7 Y2 classroom 1CT (x2) + 1TA (x2 p/t)) 1 Health mentor to work with both classes. HT to oversee Y1 7 Y6 children in Y6 classroom 2 CT's + 1TA Teaching and learning Lead to oversee Y6 	Y	<ul style="list-style-type: none"> Used prior staff risk assessment (16.3.20) + BAME risk assessment to identify those able to return to work. Staff members contacted initially via email; followed up by phone call / email - advice for clinically vulnerable staff and those living with a family member who is shielding / isolating - 	4 = LOW



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		4. DSL on site at all times (3 per day – each oversee a separate 'bubble') 5. School social worker + therapeutic child counsellor - 2 .5 days (1) 6. Paediatric First Aid Training (12) 7. Senior catering supervisor and kitchen staff to prepare up to 32 meals (2) 8. Site manager to open and close (1) 9. Staff to ensure correct social distancing at the (staggered) beginning and end of each day. (3 bubble SLT Leads) 10. Cleaning staff to carry out routine cleaning throughout the day (1) 11. Cleaning staff to clean at the end of the day (3)	Y	highly/clinically vulnerable. <ul style="list-style-type: none"> • Usual staff numbers: 8 CT (3 P/T) 3 SLT non-class based including HT 6 TA's includes 1 HLTA (2 P/T) 1 School Based Social Worker/ Therapeutic Child Counsellor 1 Health Mentor 1 Site Manager 2 Office Staff 1 Senior Catering Supervisor (Citiserve) 2 Kitchen Staff 4 LTS's 3 Cleaning Staff (2 also the 2 kitchen staff) • Returning to Work as of 22.5.20 7 CT (3 P/T) 3 SLT non-class based including HT 4 TA's includes (2 P/T) 1 School Based Social Worker 1 Health Mentor 1 Site Manager 1 Office Staff 1 Senior Catering Supervisor 2 Kitchen Staff 2 LTS's 	



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				<ul style="list-style-type: none"> 3 Cleaning Staff Paediatric First Aid Training (12 staff) 1.6.20 	
Number of staff available is lower than that required to teach classes in school and operate effective home learning or meet the required ratios as required by EYFS	8 = HIGH	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. A blended model of home learning and attendance at school is utilised until staffing levels improve. Contingency planning with LA is in place and additional resource identified Consideration of available testing for school staff is updated according to latest government advice 	Y	<ul style="list-style-type: none"> Staffing capacity is currently sufficient but will be monitored on a daily basis Home Learning will continue. CT's and TS's have Friday's to plan + respond to online parent / carer queries. From 1.6.20 'Safe and well' checks reallocated to staff not in school. 	6 = MED
Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils	1 = LOW	<ul style="list-style-type: none"> Review in-year school admissions expectation with key admission staff. Ensure key school contact and related resources in place. Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. Ensure speedy admission of children in the relevant year groups. 	Y	<ul style="list-style-type: none"> Office Administrator has been working on a rota basis during lockdown. 	1 = LOW
Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting 'new' pupils	1 = LOW	<ul style="list-style-type: none"> Ensure key school contact and related resources in place 	Y		1 = LOW



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2. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance					
Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group	8 = HIGH	<ul style="list-style-type: none"> • SLT, Site Manager and meet to review school site and assess which classrooms can accommodate entry/exit points <ul style="list-style-type: none"> ◦ Each 'bubble' has a separate entrance into the school and in turn their classroom. (See Return to School Strategy Folders - RSSF) • 60 maximum number of children and staff that can be accommodated in school on any given day • 5 /7 classrooms (including Foundation Unit) being utilised during phased re-opening. 4 for children, 1 for staff. • 2 unused classrooms (currently) these will be utilised as anticipate from 15th June more Y6's may return to school. 	Y	<ul style="list-style-type: none"> • Excess furniture removed and tables moved to support 2m social distancing • School has imposed limit of no more than 9 children per classroom • HT, SLT and SM meet to review and finalise Emergency Fire Action Plan, routes, roles and responsibilities. • 30.5.20 - Auto dispensing hand sanitisers fitted in each classroom, 2 in the hall, 1 – front office, 1 main reception area, 1 main entrance to Foundation Unit and 1 staff entrance to Foundation Unit. • Signage and reminders to leave site promptly • One way system on entry and exiting the school's 3 bubbles 	4 = LOW



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Classroom arrangements do not currently allow for adequate social distancing	8 = HIGH	<ul style="list-style-type: none"> Agreed new timetable and confirmed arrangements for each of the 3 'bubbles' – V & C/KW + Y1A/B + Y6 Arrangements in place to support pupils when not at school with online weekly Home Learning opportunities Classroom size and numbers reviewed weekly. Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance Classrooms re-modelled, with chairs and desks in place to allow for social distancing. Spare chairs removed from desks so they cannot be used. Clear signage displayed in classrooms promoting social distancing, regular handwashing and good respiratory hygiene. Hand washing facilities identified for each 'bubble' Bubbles stay together with allocated staff and do not mix with other pupils. Consideration of staffing changes to cover absence. The EYFS environment is re-organised to meet requirements of social distancing for V+ C/KW children. 	Y	<ul style="list-style-type: none"> As of 22.5.20 we will require 5 out of 7 available classrooms Staggered start/end to enhance social distancing 'Same school, New rules' video for children and families returning. First day back 'assembly' in 'bubbles' will instruct children about the new rules re contact/social distancing Amendum to current Behaviour policy. (See attached) Teachers / staff briefed to maintain 2m distance unless wearing visor and gloves (staff discretion). 	4 = LOW
Appropriate planning for the use of alternative spaces not currently in place to meet shortfall	8 = HIGH	<ul style="list-style-type: none"> Only large internal space – hall. To be used for staggered lunchtimes, set up and cleaning from 11.15 – 1.30pm. Large gatherings prohibited at this time. Design layout and arrangements in place to enable social distancing for teaching of 'bubbles' when required (PE) The EYFS environment is re-organised to meet requirements of social distancing for our V+ C/KW children. 	Y	<ul style="list-style-type: none"> Separate and contained outdoor learning areas designated and timetabled for our 3 'bubbles'. 	4 = LOW
3. Prioritising provision					
Plans to accommodate children of critical workers and	8 = HIGH	<ul style="list-style-type: none"> Review numbers of children returning according to status and year group (as per 1.1) Plans are in place to meet the learning needs of the 	Y	<ul style="list-style-type: none"> Where Critical / Key Worker + Vulnerable children are in Y1 or Y6 they will be 	4 = LOW



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vulnerable children who will be accommodated alongside returning year groups not in place		<p>children who are outside of the main cohorts attending school.</p> <ul style="list-style-type: none"> • Pastoral and SEND support is deployed wherever possible to support prioritised pupils. • Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. 		<p>incorporated into new 'bubbles' from 3.6.20</p> <ul style="list-style-type: none"> • Critical / Key Worker + Vulnerable children in N, Y2, Y3, Y4 + Y5 will remain together in own 'bubble' in EYFS. • Phasing in of additional cohorts will not be possible under current arrangements / guidance due to lack of space. 	
Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.	8 = HIGH	<ul style="list-style-type: none"> • Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion • Put in place provision for the return of pupils with SEND in conjunction with families • Bring any support requests to weekly LA SEND Panel • Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 • Requests for support for vulnerable families sent through Early Help Hubs • LA support for individual or complex cases • NS/NC bring any support requests to weekly LA ISEY Panel 	Y	<ul style="list-style-type: none"> • EHCP + SEND pupils will be incorporated into 'bubbles' where possible (Y1+Y6) • EHCP/SEND from Y2- Y5 will be incorporated into V+ C/KV bubble • Individual RA's may need to be created for specific children that may prevent their attendance if deemed unsafe • SEND / Vulnerable children will be prioritised for attendance after Critical / Key Worker children • Continued 'Safe and Well' calls. Possible home visits, if necessary. 	4 = LOW



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4. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils					
<p>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</p>	<p>8 = HIGH</p>	<ul style="list-style-type: none"> As part of the overall communications strategy parents and carers are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools in addition to reflecting changes to usual school policy A COVID-19 section on the school website is created and updated clearly showing arrangements and new rules when children return to school. Advice is made available to parents on testing for COVID-19 via website and email. 	<p>Y</p>	<ul style="list-style-type: none"> Website Home page and Home Learning (Covid-19 Response) page has been continually updated since February 2020 Child friendly video for parents, carers and children returning to school, 'Same School, New Rules' emailed to all 25.5.20. Arbor MIS is used to communicate regular updates / information via email, text and 'Safe and Well' phone calls. New Home-School Agreement (HAS) to be read and 'signed' by all parents + carers. Attendance in school is conditional on HAS being agreed. Parents + carers not allowed to enter school building unless a prior appointment has been made. 2m social distancing will be heeded. Parent / carers queries will be taken via phone / video call as much as possible. 	<p>4 = LOW</p>



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Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	8 = HIGH	<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered. Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy Ensure contact details of families are up to date. 	Y	<ul style="list-style-type: none"> Designated Isolation Room (Chapel) with access to sink + toilet (next to HT's office) + fresh air. PPE to be worn - whole face shields, gloves, + aprons – when a child or member of staff shows symptoms of Covid -19. 	4 = LOW
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place	8 = HIGH	<ul style="list-style-type: none"> Request daily changes of clothes where possible to reduce the risk of infection Refer to school's hygiene policies Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family Brokerage of access to Forward Thinking Birmingham resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents https://www.forwardthinkingbirmingham.org.uk 	Y	<ul style="list-style-type: none"> Website Home page and Home Learning (Covid-19 Response) page has been continually updated since February 2020 Child friendly video for parents, carers and children returning to school, 'Same School, New Rules' emailed to all 25.5.20. New Home-School agreement to be read and 'signed' by all parents + carers. Attendance in school is conditional on HSA being agreed Parents + carers not allowed to enter school building unless a prior appointment has been made. 2m social distancing will be heeded. Parent / carers queries will be taken via phone / video call as much as possible. Reorganisation of key staff 	4 = LOW



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				who will be initial point of contact for families who have queries. <ul style="list-style-type: none"> Children are not required to wear uniform. REACH – Psychology supporting staff to support children and our families. 	
5. The school day This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
The start and end of the school day create risks of breaching social distancing guidelines	8 = HIGH	<ul style="list-style-type: none"> Start and departure times are staggered. The number of entrances and exits to be used is maximised. Different entrances/exits are identified and used for different groups. Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. 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 young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. 	Y	<ul style="list-style-type: none"> See section 2 All staff - initial safety briefing, run through and finalising of individual 'bubble' risk assessments: 27.5.20. Safety briefing: 2.6.20 Daily 'mini' safety briefing beginning of each day with 'bubble' Lead, Parents + carers to socially distance 2m whilst waiting All children handed over directly to parents + carers by door (Y6?) PPE (visors, masks and gloves) provided for staff who need to calm children in distress) Playground and pathway markings to be installed to maintain queueing distances 	4 = LOW



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Area of concern to be addressed	Current risk rating 7 May 20	Control measures Good Practice Control Measures Adopted	In place? Y/N	Further action/ Comments	Final risk rating 27/5/20
Daily attendance registers for new cohorts are not in place and DfE online educational setting status form to provide daily updates on how many children and staff are in school is not completed	6 = MED	<ul style="list-style-type: none"> CD, GHS + SY responsible for completion of daily attendance registers (school and DfE) CD + PS responsible for completion of BCC vulnerable/key worker children attendance weekly submission Report to responsible body 	Y	<ul style="list-style-type: none"> This has been on-going since lockdown 23.3.20 	4 = LOW
6. Provision for meals and FSM					
Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school	8 = HIGH	<ul style="list-style-type: none"> FSM Voucher scheme is continued SY is tasked with ensuring that HT is kept informed of pupils newly eligible to receive free meals when in school. HT continues to ensure those eligible receive vouchers / food parcels when not in school receive them Seek support from LA for clarification on circumstances where there is inevitable cross-over Issues with food poverty to be addressed through application to Early Help Hubs, signposting to food banks, Junk Food Project and Ladywood Community Centre FSM vouchers are given to families who are not in attendance and are eligible. 	Y	<ul style="list-style-type: none"> SY continues to update HT on new FSM children. HT continues to administer FSM voucher scheme Calls to any vulnerable children not in school maintained and recorded through Arbor. 	4 = LOW
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	1 = LOW	<ul style="list-style-type: none"> https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings Feasibility on continuation/implementation of wrap-around if the decision is to continue or reinstate provision Consideration of use of space for food preparation and consumption Communicate decisions to parents and carers Collaborate with other schools where there are arrangements in place 	Y	<ul style="list-style-type: none"> It is not possible to provide Breakfast / After School Clubs during this time since we cannot guarantee that children in bubbles will not mix Limited space 	N/A



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		<ul style="list-style-type: none"> Seek support from LA Seeking wraparound services from other providers such as PVIs and Childminders 			
Meals are not available for all children in school	4= LOW	<ul style="list-style-type: none"> Communication with CityServe to consider options based upon numbers of pupils in school Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. Safe food preparation space, taking account of social distancing Alternative arrangements in place for provision of school meals Usual considerations in place for dietary requirements 	Y	<ul style="list-style-type: none"> Continued liaison with CityServe and Senior Catering Supervisor to ensure our child are fed. On-site catering will provide meals for those who require them Risk Assessments completed by BP Senior Catering Supervisor and reviewed by HT and CC (CityServe) Staggered lunch times, 2m social distancing applied + regular cleaning of touch points. Installation 30.6.20 of 2 auto hand gel dispensers. 	4 = LOW
7. 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					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	8 = HIGH	<ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) School to consider any changes to day to day health and safety policies including changes to evacuation 	Y	<ul style="list-style-type: none"> Review and amend where needed, Emergency Fire Action Plan including evacuation routes and location of fire marshals. Meeting points to remain the same, keeping children in their 'bubbles' but 2m apart and separate. Low numbers in 'bubbles' 	4 = LOW



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		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> mean registers are quick. Fire drill to be completed w/c 1st June and 8th June to familiarise all with revised procedures 1.6.20 Paediatric Training for 12 staff 6hrs practical + 6hrs online. This ensures all bubbles have a high ratio of trained staff in the event of staff absence as a result of self-isolating. Routine visitors cancelled, where possible. 2.6.20 Staff Briefing will include new safety measures, 'mini' test re. Safeguarding Policy and procedures + introduction to COVID – 19 Information Booklet for staff and governors (28.5.20). 	
High risk of increased disclosures from returning pupils	6 = MED	<ul style="list-style-type: none"> DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision Multi-agency arrangements in place to support early help School is aware of support through Early Help Hubs Advice is available through CASS, BCC Safeguarding and BCC Prevent Team 	Y	<ul style="list-style-type: none"> Each of our 3 bubbles will have an allocated DSL who is a member of SLT. At least one DSL will be on-site at all times School based social worker on site Mon - Weds 	4 = LOW



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Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	6 = MED	<ul style="list-style-type: none"> Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as 'You've Been Missed' bereavement support and any changes that have occurred in children's lives since they have been away from school. Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home. Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, behaviour in addition to safeguarding in general. 	Y	<ul style="list-style-type: none"> Online Reintegrating pupils training for staff (The Key) from 28.5.20 Mental Health resources to be shared with staff from Diocese, BEP, BCC and REACH – Psychology. Bereavement Training (Rainbows) – Diocese Covered in staff updates, staff handbook and briefing before wider return Staff have stayed in touch with children and families throughout lockdown. 	4 = LOW
8. 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	6 = MED	<ul style="list-style-type: none"> Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice Staff model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided and group sizes comply with DfE guidance. Break times and lunch times are structured to support social distancing and are closely supervised. The school's behaviour policy has been revised to include compliance with social distancing and this has been 	Y	<ul style="list-style-type: none"> 'Same School, New Rules' video clip made by our children for our children sent to parents and carers 25.5.20 Modify behaviour policy and communicate to parents, staff and pupils Reach – Psychology: support for staff on how to advise children and families firmly yet sensitively. Home – School Agreement for children, parents / carers and school. Welcome back individual 	4 = LOW



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		<p>communicated to staff, pupils and parents.</p> <ul style="list-style-type: none"> • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. 		<p>'bubble' assemblies to brief children on new behaviour expectations.</p> <ul style="list-style-type: none"> • Teachers to go through HSA with groups on 1st day back • Groups to stay in their bubbles at all times and not mix with others • With the youngest children social distancing is encouraged and modelled by staff • Staff recognise that government advice is that it is hard to distance very young children so discretion should be used • PPE must be worn for any planned/expected restraint • Staff to inform SLT via radio of any possible developing situation that may require restraint so that PPE can be provided before any action is taken 	
<p>9. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</p>					
<p>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</p>	<p>8 = HIGH</p>	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through 	<p>Y</p>	<ul style="list-style-type: none"> • Initial teacher emphasis will be on socialisation, health/safety/wellbeing / social skills • Focus on language, communication and reading. 	<p>4 = LOW</p>



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		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Teaching and Learning Lead, Inclusion Lead and Deputy RE Lead to oversee learning opportunities to address achievement gaps. Teachers revisit and review basic skills set in Home Learning activities from March in Maths, English and RE Teachers to identify any children really struggling and inform SLT immediately 	
School unable to meet full provision required in line with EHCP	6 = MED	<ul style="list-style-type: none"> Review individual pupil's EHCP to consider what can reasonably be provided whilst in school Where EHCPs have been adapted to make allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan Access support through health and social care offer Support offered through LA SEND Panel/ Early Years Inclusion Support Service 	Y	<ul style="list-style-type: none"> Inclusion Lead to support teachers with re-checking EHCP requirements and providing support where necessary Inclusion Lead to continue working with parents and carers whose child is not attending school. 	4 = LOW
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	6 = MED	<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 Differentiate offer for eligible children that can't attend school to support future transition 	Y	<ul style="list-style-type: none"> Increase use of nationally available materials e.g. Bitesize and Oak National Academy Continue to support those unable to attend school and have no or limited access to IT devices with loan of tablets and hard copies of learning materials. 	4 = LOW



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No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups	6 = MED	<ul style="list-style-type: none"> Review numbers of children attending school who are not in the returning year groups 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 <p>Curriculum Leads in school meet regularly to review impact of plan</p>	Y	<ul style="list-style-type: none"> Key Worker and Vulnerable children will be placed in own 'bubble'. 	4 = LOW
Pupils moving on to the next phase in their education are ill-prepared for transition	6 = MED	<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 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. 	Y	<ul style="list-style-type: none"> GHS responsible for overseeing liaison with Nursery / Secondary Schools. PC responsible for liaising with secondary schools which has already begun. GL + AG responsible for liaising with Nursery Schools New Reception starter website page+ virtual tour is being created. GL + DH Transition programme Rec – Y1 	4 = LOW
10. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained	12 = VERY HIGH	<ul style="list-style-type: none"> Only the staff required to be in school are in school, to maintain safeguarding and ratios 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 and Vice Chair of GB are kept informed throughout by 	Y	<ul style="list-style-type: none"> Staff working in teams allocated to a 'bubble' to distribute learning, safety and socialisation opportunities 1.6.20 Paediatric Training for 12 staff 6hrs practical + 	4 = LOW



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		HT		6hrs online. This ensures all bubbles have a high ratio of trained staff in the event of staff absence as a result of self-isolating.	
Identify staff unable to return to school	12 = VERY HIGH	<ul style="list-style-type: none"> Staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls Identify specific activities for staff who are vulnerable/shielded 	Y	<ul style="list-style-type: none"> 1 CT 2 TAs (including HLTA) 1 Senior Office Manager 2 LTS's 	4 = LOW
Staff are insufficiently briefed on expectations	8 = HIGH	<ul style="list-style-type: none"> Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school 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 Flexible working arrangements needed to support any changes to usual working patterns are agreed Staff workload expectations are clearly communicated Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school 	Y	<ul style="list-style-type: none"> Staff are being kept up to date through regular emails, texts, phone calls (and socially distanced meetings (small groups – when on rota to come into school since 23.3.20). COVID -19 Staff Handbook, Returning to School Wellbeing support for all staff through, regular 'Safe and Well' checks (in-house) and wellbeing calls / advice / signposting and online learning opportunities from REACH – Psychology. School working with REACH - Psychology for the foreseeable future. RAs to be shared with staff 	4 = LOW



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				and comments invited. • Staff create and walk through personalised RAs for their 'bubble'.	
11. Protective measures and hygiene This section should be considered in conjunction with https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times	12 = VERY HIGH	<ul style="list-style-type: none"> • Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues, use of communal staff areas as detailed in 2 and 5 • 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. • 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. • Safety measures and messages will be implemented and displayed around school 	Y	<ul style="list-style-type: none"> • Each bubble has access to own toilets and washing facilities. Currently (from 22.5.20) work being undertaken by JM (Site Manager) to upgrade all cloakrooms including -wash basins throughout school. • Pupils stay in their 'bubble' for playtime, lunchtime and outdoor learning with the same staff and do not mix with other bubbles. • Each class/bubble has lidded box with sanitizer spray, disposable cloths and gloves to clean/wipe as necessary • LTS's allocated to a bubble • Climbing frames and gym equipment will not be used • Bubbles will have access to their own play/outdoor equipment • Signage will be in place around the school and in 	4 = LOW



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				<ul style="list-style-type: none"> classes /bubbles Start of day, end of day + lunchtime staggered for all bubbles. Children collect lunch from the hall and eat outside or in classroom. Each bubble has their own school entrance/exit Potential one-way system implemented for parents and carers start and end of day Risk assessments for individuals may be necessary if they are not able to adhere to social distancing Behaviour policy reviewed and any changes shared with children Risk assessments for individuals may be necessary if they are not able to adhere to social distancing HT /SLT to deliver virtual assemblies with important messages for all pupils The office will be closed to all pupils and parents/carers. Visitors to school will be stopped except for emergencies or planned 	



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<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	<p>12 = VERY HIGH</p>	<ul style="list-style-type: none"> • Home 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 (i.e. a maximum of 15 pupils per class or in accordance with EYFS guidelines). • All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. • All soft furnishings/toys have been removed in EYFS Unit environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	<p>Y</p>	<p>critical maintenance.</p> <ul style="list-style-type: none"> • Individual class types have been measured and checked. • Between 9 and 6 children in a classroom, up to 12 in Foundation Stage – compliant with 2m social distancing rule. • Additional furniture to be moved into an unused classroom which will be out of bounds. All furniture sanitized before reuse. • Each child to have their own pack of resources including pencil, ruler, white board, water bottle, tissues etc • Class libraries will not be used. • Boxes of books will be made available for each bubble group to use. After a book has been read - 72 hour quarantine, then wiped with antibacterial spray and re-introduced to 'live' book box. • Soft furnishings and soft toys will be stored away. • Resources will be limited daily and washed at the end of each day (dishwasher) • Each class/bubble has 	<p>4 = LOW</p>



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				lidded box with sanitiser spray, disposable cloths and gloves to clean/wipe as necessary <ul style="list-style-type: none"> • Play dough etc not to be shared between pupils • Regular and supervised handwashing 	
Staff rooms and offices do not allow for observation of social distancing guidelines	12 = VERY HIGH	<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. 	Y	<ul style="list-style-type: none"> • Staff to arrange flexible breaks within their bubble to provide an hour for lunch and cover for playtimes. • 1 LTS for C/KW and Y1 bubble. • CD, GHS and SG to support lunchtimes for allocated bubbles. • As adults are the most vulnerable group - each bubble has its own staffroom. • Each bubble will have designated outdoor space for fresh air and lunch/break. 	1 = LOW
Queues for toilets and handwashing risk non-compliance with social distancing measures	8 = HIGH	<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings are in place to promote social distancing. • Pupils and staff know they can only use the toilet one at a time. • Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. 	Y	<ul style="list-style-type: none"> • Implementation of daily cleaning schedule for all toilets – after play, after lunch, end of the day • Handwashing as before lockdown- on entry into school, before eating, after 	6 = MED



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		<ul style="list-style-type: none"> The toilets are cleaned frequently .Monitoring ensures a constant supply of soap and paper towels. Lidded bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. 		toilet, before and after sport, before and after playtime and lunchtime and after sneezing/coughing <ul style="list-style-type: none"> Installation of new soap and auto release hand gel (alcohol) dispensers throughout the school 30.5.20. 	
12. 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	12 = VERY HIGH	<ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased in agreement with staff. Seek LA support to manage insufficient capacity 	Y	<ul style="list-style-type: none"> School cleaning has been maintained throughout Deep cleaning of school in preparation for re-opening from 24.5.20 – 1.6.20 beginning with carpets and soft furnishings. Additional touch point cleaning is in place throughout day Daily cleaning rota around school and in bubble's 	4 = LOW



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Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	12 = VERY HIGH	<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 • Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean • Seek LA support 	Y	<ul style="list-style-type: none"> • Guidance shared with Site Manager and senior cleaner • Risk Assessment in process of being created by SM and senior cleaner. • PPE has been sourced • Site Manager oversees daily clean 	4 = LOW
13. 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	8 = HIGH	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Appropriate measures to supervise effective hand washing of young children are in place • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day • Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. 	Y	<ul style="list-style-type: none"> • Installation of new soap and auto release hand gel (alcohol) dispensers throughout the school 30.5.20. • Auto dispense hand sanitiser is available in each classroom, the hall and at points of entry into school • SM + staff within bubbles to monitor replenishing of hand wash and hand towels. • Lidded bin contents to be disposed of regularly throughout the day. • Information on handwashing procedures displayed within 	4 = LOW



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				washrooms and bubbles.	
Inadequate supplies and resources mean that shared items are not cleaned after each use	8 = HIGH	<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 Prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces cleaned and disinfected more frequently Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children 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 	Y	<ul style="list-style-type: none"> Individual resources / stationary to be provided on individual workstations in classrooms Any books going home to be placed in a 'quarantine box' on return and not re-distributed for 3 days. Resources will be limited daily and washed at the end of each day (dishwasher) Each class/bubble has lidded box with sanitiser spray, disposable cloths and gloves to clean/wipe as necessary 	4 = LOW
14. School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)					
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	12 = VERY HIGH	<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. Any updates or changes to this guidance are communicated 	Y	<ul style="list-style-type: none"> Covered in HSA and in communications with parents and carers via website, emails and texts before children's anticipated return 3.6.20. Covered in staff briefing 2.6.20 and Staff Handbook. Governors to agree risk assessment (FGB 29.6.20), declaration of conformity 	4 = LOW



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		<p>in a timely and effective way to all stakeholders.</p> <ul style="list-style-type: none"> Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 		<p>filled out and returned to LA on 29.6.20.</p> <p>Action plan created on LA template.</p>	
<p>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</p>	6 = MED	<ul style="list-style-type: none"> School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms or other spaces to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets 	Y	<ul style="list-style-type: none"> Pre-lockdown continue to use Chapel as Isolation Room. Member of SLT is assigned to bubble would be called upon. SLT to call parent/carer In this instance the use of the room needs to be reported to Cleaning staff – SM to arrange thorough clean Staff refresher training on symptoms 2.6.20 If a child / member of staff displays symptoms and is tested; the bubble they are in will not return to school until test result known. If a child/adult is tests positive, then the whole bubble needs to self -isolate at home for 14 days. Consider school closure if cases increase. See advice from appropriate bodies. E.g. Governor and School Support, PHE, BCC, DFE. 	4 = LOW



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15. 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	6 = MED	<ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated Sufficient PPE has been procured through normal stockist PPE requirements have been risk assessed against scenarios produced by Public Health Birmingham Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. Seek LA support for emergency PPE stock Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance 	Y	<ul style="list-style-type: none"> Training on when to wear PPE will be given on first day back when guidance is received. A 'PPE station' (similar to one during 23. 3 .20 – 22.5.20) containing gloves, aprons, visors and masks will be available to each bubble as will tissues and disposable hand towels Training on when to wear PPE / scenarios will be given to all staff 2.6.20 during safety briefing. Staff Handbook 	4 = LOW
PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home	6 = MED	<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 	Y	<ul style="list-style-type: none"> Sufficient stock ordered and is available for each bubble. Supplier is not always school's usual one. 	4 = LOW



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16. Managing premises related issues					
There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control	8 = HIGH	<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. Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u> (Covid 19), all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). Premises governing board committee is aware of planned works and associated risk assessments 	Y	<ul style="list-style-type: none"> COVID-19 regulations and requirements will be a central component of any pre-planning meetings before any building work takes place. A contractors agreement will be created by JL to ensure that any contractors work is in line with our COVID-safe guidance This will need sign-off from CD and AG before any emergency /planned works can proceed RAs to be created for planned work on roof. 	4 = LOW
Fire procedures are not appropriate to cover new arrangements	8 = HIGH	<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points Possible need for additional muster point(s) to enable 	Y	<ul style="list-style-type: none"> Normal fire evacuation will be able to take place whilst maintaining social distancing. Children in class that is not usually their own will be briefed and signage 	4 = LOW



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		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> updated. Staff Handbook 2.6.20 Safety briefing for all staff 	
Fire evacuation drills - unable to apply social distancing effectively	8 = HIGH	<ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures. 	Y	See above	4 = LOW
Fire marshals absent due to self-isolation	8 = HIGH	<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. 	Y	<ul style="list-style-type: none"> Fire Marshall attached to each bubble 	4 = LOW
Statutory compliance has not been completed due to the availability of contractors during lockdown	8 = HIGH	<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. LA support is in place 	Y	<ul style="list-style-type: none"> Statutory checks have continued as normal as school has not been closed 	4 = LOW
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty	8 = HIGH	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. LA or Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA or trust. NS/NC are aware of financial support available to support sustainability (LT to confirm) 	Y	<ul style="list-style-type: none"> COVID –19 additional costs in budget Any costs incurred as a result of COVID-19 will try to be reclaimed as per Government guidance 	4 = LOW



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<p>17. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach</p>					
<p style="text-align: center;">Considerations</p> <ul style="list-style-type: none"> Nationally the ONS analysis has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this. There doesn't appear to be any difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and pupils, take this into account, the main risks are around health conditions such as diabetes, kidney disease and high blood pressure, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes The NHS risk assessment suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions. Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis. If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to school. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on living with someone who is shielded. It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances. 					
<p>Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding</p>	<p>12 = VERY HIGH</p>	<ul style="list-style-type: none"> An equality impact assessment is undertaken for staff and pupils All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the 	<p>Y</p>	<ul style="list-style-type: none"> Discussions held with staff in order to facilitate their safe return to work Prior to lockdown staff health risk assessment indicated those staff with health issues or health issues of immediate family An assessment of fitness to 	<p>6 = MED</p>



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		<p>advice of their GP/consultant/midwife or current government advice.</p> <ul style="list-style-type: none"> • 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 with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national 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 		<p>work has been made in conjunction with those staff members and agreed</p> <ul style="list-style-type: none"> • Some staff will be required to continue to WFH. • ONS guidance states that BAME staff in the 55+ age group are at higher risk while ... states 50years. (
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.	12 = VERYHIGH	<ul style="list-style-type: none"> • No. of BAME staff • No. of BAME staff risk assessed and requiring to remain shielded at home • No. of BAME staff able to return but requiring additional support • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings and training have included content on wellbeing. • Staff briefings/training on wellbeing are provided. • Staff have been signposted to useful websites and resources. 	Y	<ul style="list-style-type: none"> • No. of BAME staff – 9 /29 (31%) • No. of BAME staff risk assessed and requiring to remain shielded at home – 2 (%) • No. of BAME staff able to return but requiring additional support / reasonable adjustments - 1 <p>https://www.bameednetwork.com/wp-content/uploads/2020/05/BA MEed-Network- Schools-and-Covid-19 -guidance-for-BAME-staff-and-their-employers-2.pdf</p>	6 = MED
Parents, particularly those from BAME heritage, are reluctant	8 = HIGH	<ul style="list-style-type: none"> • No of BAME pupils • No of BAME pupils risk assessed and requiring to remain shielded at home 	Y	<ul style="list-style-type: none"> • Y6 children – 61% BAME, of these 24% returning to school 8.6.20. Out of the 7 	6 = MED



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to send their children to school due to the media coverage on deaths linked to coronavirus		<ul style="list-style-type: none"> No of BAME pupils able to return but requiring additional support There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school School arrangements demonstrating social distancing measures are shared with parents and pupils Resources/websites to support parent and pupil anxiety are provided. 		<ul style="list-style-type: none"> children returning 57% are BAME Y1 children - 85% BAME, of these 41% returning to school 3.6.20 + 8.6.20. Out of the 14 children returning 79% are BAME. Vulnerable + Critical Key Workers – out of the 11 children returning on 3.6.20, 64% BAME. Overall out of 32 children returning to school from 3.6.20, 69% are BAME Parents and carers can contact via email, text or phone key staff request support School social worker to support families with extreme anxiety Parents and carers informed of social distancing via website, emails, texts and twitter, 'Same school, New Rules' video clip, HSA Signposts to be put on the school website to offer support to families 	
Parents do not follow advice on social distancing when visiting the school	8 = HIGH	<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 	Y	<ul style="list-style-type: none"> If social distancing is repeatedly not followed then parents / carers will not be allowed on site. 	4 = LOW



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		<ul style="list-style-type: none"> to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers 		<ul style="list-style-type: none"> Advice will be sought from governor and school support. 	
18. Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	8 = HIGH	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. 	Y	<ul style="list-style-type: none"> Continue to update policies from LA + diocese re codicils for LA policies as and when the DFE + gov make adjustments to policy. Changes to existing policies will be in the form of school created codicils / addendums where required HT and SM attended virtual Duty Holder 'Re- Opening of Schools' training 22.5.20 	4 = LOW
Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19,	8 = HIGH	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school including any Early Years and Resource Base provision When pupils enter and leave school During movement around school During break and lunch times Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	Y	<ul style="list-style-type: none"> Any additional risk assessments required will be created and shared with staff Staff have been asked to identify any concerns. Staff Handbook Staff 'walk through' RA's 1 - 2.6.20 to ensure robust and fit for purpose. 	4 = LOW