

RISK Assessment Tool (V18)**13/11/2020**

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).

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

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

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

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

Example as follows:

| 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 | |
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| Links to DfE Guidance As new guidance is produced weekly, please refer to <u>www.gov.uk</u> 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/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 |
| Governance | As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at governors@birmingham.gov.uk 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 |

| 1. 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 | | | | | |
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| The start and end of the school day create risks of breaching social distancing guidelines | | <ul style="list-style-type: none"> Start and departure times are staggered Start: Year 6: 8:30 Year 5: 8:40 Year 4: 8:50 Year 3: 8:50 Year 2: 8:30 Year 1: 8:40am Rec :8:50am Nursery: 8:30/12:30 End: KS1/2 finish at 3:30. Reception finish 3pm Friday finish: KS1/2 12:30pm. Reception 12:00pm Nursery 11:30/3:30 Pupils line up at distanced pick-up points before gates are opened to parents. This ensures distancing between all users of the site. Stamford road entrance gates to be left open in order to facilitate social distancing. 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. | | | |
| The school is unable to implement infection control during breakfast clubs, lunch clubs and after-school clubs | | <ul style="list-style-type: none"> All clubs to be organised with reference to year group bubbles. Breakfast club to take place in the pastoral room in order to provide appropriate social distancing. | | | |

| 2. 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 | | | | | |
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| School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19 | | <ul style="list-style-type: none"> Safeguarding remains highest priority and policy is updated to reflect changes All DSLs have swift access to advice from LA, CSC, school nursing 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 | | | |
| High risk of increased disclosures from returning pupils | | <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 | | | |
| Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school | | <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. | | | |

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| | | <ul style="list-style-type: none"> 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. | | | |
| 3. 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 | | <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 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 if and when available Staff model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured to support social distancing and are closely supervised. 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. | | | |
| 4. 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 | | <ul style="list-style-type: none"> Gaps in learning are assessed and addressed in teachers' planning. Home and remote learning is continuing where necessary and is calibrated to complement in-school learning and address gaps identified. | | | |

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| School unable to meet full provision required in line with EHCP | | <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 | | | |
| 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 | | <ul style="list-style-type: none"> 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 | | | |
| 5. Content and timing of staff communications including bringing in staff in advance of pupils returning | | | | | |
| Identify staff unable to return to school | | <ul style="list-style-type: none"> Staff clinically vulnerable or living with someone who is clinically 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 | | | |
| Staff are insufficiently briefed on expectations | | <ul style="list-style-type: none"> Staff receive weekly briefings on day to day school matters and evolving working arrangements. 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 Staff workload expectations are clearly communicated Schedule what staff training is needed to implement any changes. | | | |

| 6. 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 | | | | | |
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| 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 | | <ul style="list-style-type: none"> Consider classroom layouts, entry and exit points, staggered starts at break times, lunch queues, use of communal staff areas. Any pinch points/bottle necks are identified and managed accordingly. The movement of pupils around school is minimised as much as possible. 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 | | | |
| The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures | | <ul style="list-style-type: none"> Where feasible, desks to be arranged so that they are facing the front Staff to keep a 2m distance from each other and pupils as far as possible. | | | |
| Staff rooms and offices do not allow for observation of social distancing guidelines | | <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. | | | |
| Queues for toilets and handwashing risk non-compliance with social distancing measures | | <ul style="list-style-type: none"> Only one year group bubble to use toilet and handwashing facilities at key time e.g. after break and before lunch. Floor markings are initially in place to educate the pupils about social distancing. Pupils know that they can only use the washrooms alongside people within their year group bubble. Two | | | |

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| | | <p>members of staff (from any year group) may use a washroom at any one time.</p> <ul style="list-style-type: none"> • The washrooms are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. • Pupils with SEND will be given additional support by adults | | | |
| 7. 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 | | <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 as necessary | | | |
| Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school | | <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> (Communicate to contractor) • 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 | | | |
| 8. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment | | | | | |

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| Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established | | <ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers has been undertaken before the school reopened and additional supplies have been purchased. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day Posters reinforce the need to wash hands regularly and frequently. | | | |
| Inadequate supplies and resources mean that shared items are not cleaned after each use | | <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 Initially no resources were sent home at all. Prevent the sharing of stationery and other equipment where possible. Each child has their own stationary pack, handled only by them Shared materials and surfaces cleaned and disinfected more frequently (Site Manager) Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between cohorts The governing board finance committee is aware of any additional financial commitments | | | |
| 9. 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 | | <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. This guidance has been explained to staff and pupils as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | | | |

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| confirmed case of COVID-19 in the school | | <ul style="list-style-type: none"> Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines | | | |
| Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place | | <ul style="list-style-type: none"> Isolation room has been assessed to ensure social distancing and isolation measures are not compromised Procedures are in place for the isolation room to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | | | |
| 10. 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 | | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood and 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. | | | |
| PPE provision is not in place for staff providing intimate care and for cases where a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home | | <ul style="list-style-type: none"> Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios Sufficient stock has been ordered using school'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 | | | |
| 11. Managing premises related issues | | | | | |

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| <p>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</p> | | <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. • A case by case assessment will be 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 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). • Finance committee is aware of planned works and associated risk assessments | | | |
| <p>Fire procedures are not appropriate to cover new arrangements</p> | | <ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> ◦ 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. | | | |

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| Fire evacuation drills - unable to apply social distancing effectively | | <ul style="list-style-type: none"> Plans for fire evacuation drills are in place and are in line with social distancing measures. | | | |
| Fire marshals absent due to self-isolation | | <ul style="list-style-type: none"> In the event of absence, SLT will make alternative provision. | | | |
| Statutory compliance has not been completed | | <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. | | | |
| The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty | | <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. Additional COVID-19 related costs are being claimed from central government. The school's projected financial position has been shared with governors and trust. | | | |
| 12. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach | | | | | |
| Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding | | <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 updated when necessary. 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 | | | |

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| | | are classed as clinically vulnerable and clinically extremely vulnerable. <ul style="list-style-type: none"> • All staff with underlying health conditions that put them at increased risk from COVID-19 work according to national guidance. • Current government guidance is being applied. • Additional guidance was sought from Public Health England regarding BAME staff. | | | |
| Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus. | | <ul style="list-style-type: none"> • 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. | | | |
| Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus | | <ul style="list-style-type: none"> • 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. | | | |
| 13. 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 | | <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. | | | |

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| no longer fit for purpose in the current circumstances | | <ul style="list-style-type: none"> • Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN etc. | | | |
| Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19, | | <ul style="list-style-type: none"> • Risk assessments were updated before school reopened and mitigation strategies were put in place and communicated to staff covering: <ul style="list-style-type: none"> ○ Different areas of the school including Early Years ○ 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 | | | |