

RISK Assessment Tool (V22)
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.

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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

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p>Links to DfE Guidance</p> <p>As new guidance is produced weekly, please refer to www.gov.uk for updates</p> <p>Note from DfE: 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</p>	<p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june</p> <p>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</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision</p> <p>https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</p> <p>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</p> <p>https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers</p> <p>https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</p> <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-guidance-on-vulnerable-children-and-young-people</p> <p>https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</p> <p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p>

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	<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>
<p>Governance and other resources</p>	<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>

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

Version No.	Section - Edits	Page	Published
18	Original		18/05/20
19	A number of changes made; many specific to EYFS considerations. Introduction – reference to EYFS guidance added Links to DfE guidance – weblinks to latest guidance dated 15.05.20 added including guidance notes specific to EYFS Governance – contact details for EY team added Version Edits – added in full Risk 1.1 – ‘nursery class’ changed to ‘nursery class/school’ Risk 1.2 – EY staff roles added Risk 1.3 – added reference to EYFS ratios Risk 1.6 – control measure added in full, reference to continued nursery admission processes Risk 2.1 – 2 year olds and under 2s added to control measure Risk 2.2 – added 2 control measures on EYFS environment Risk 2.3 – added reference to EYFS environment Risk 3.2 – added reference to weekly LA ISEY Panel Risk 4.1 – reference to arrangements for personal care in nursery Risk 4.2 – reference to verbal communication in community language and ensuring family contact details are updated. Risk 4.3 – added 2 control measures re. bedding and personal items for EYFS Risk 5.1 – added consideration of handover of young children Risk 6.1 – added reference to FSM vouchers provided to eligible families not attending Risk 6.2 – added reference to seeking wraparound care from childminders/PVIs Risk 7.1 – exchange of ‘nurses’ with ‘health visitors’ Risk 9.1 – consideration for young pupils and self-care Risk 9.2 – EY Inclusion Support Service named for support Risk 9.3 – NS Trust and Teaching Schools Alliance named for support Risk 9.4 - NS Trust and Teaching Schools Alliance named for support Risk 9.5 – addition of earlier educational phases of transition Risk 10.2 – ‘clinically vulnerable’ changed to ‘clinically extremely vulnerable’ as per DfE guidance Risk 11.1 – reference to small groups for nursery pupils Risk 11.2 – reference to soft furnishings and use of resources within small groups	1 3,4 4 4 4,5 6 6 7 8 8 9 9 10 11 11 12 13 13 14 15 17 17 17 18 18 19 20 21	19/05/20

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Version No.	Section - Edits	Page	Published
	Risk 11.4 – reference to children changing facilities being in place Risk 13.1 – reference to hand washing of young children Risk 14.1 – reference to vigilance towards Covid and other infectious illness in young children in particular Risk 14.2 – designated area for young children with symptoms to wait with key worker Risk 16.6 – financial support potentially available to EY providers	21 22 23 24 27	
20	Governance – addition of ‘other resources’ to the section including a link to ACAS and HSE Risk 2.2 – additional consideration of staffing changes to cover absences Risk 8.1 – compliance of group sizes with DfE guidance Risk 11.2 – safe storage of unused furniture 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 Risk 12.1 – agreeing increased hours with cleaning staff Risk 13.2 – identifying cleaning roles and responsibilities for each area Risk 15.1 – cleaning of reusable PPE items Risk 16.2 – arranging a fire drill in accordance with covid plan Risk 16.4 – training of other staff in fire marshal duties Risk 17.4 – added in full re. managing parent/visitor compliance with social distancing	4 10 16 21 21-22 22 23 25 27 27 29	21/05/20
21	Governance – addition of NAHT guidance Risk 9.1 – reference to young carers Risk 17 – narrative added on considerations to pupils and staff of protected characteristics including Public Health advice on BAME staff Risk 17.1 – reference to BAME advice and seeking Occupational Health support if needed Risk 17.2 – collecting data on BAME staff numbers Risk 17.3 – collecting data on BAME pupil numbers	4 17 28 29 29 30	22/05/20
22	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.	26	27/5/20

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George Dixon Primary School

Area of concern to be addressed	Current risk rating	Control measures Good Practice Control Measures Adopted	In place ? (Yes/No)	Further action/ Comments	Final risk rating
1. Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans					
Unable to assess likely numbers of pupils returning	1x1	Identify numbers of pupils likely to return: <ul style="list-style-type: none"> • 50 requests from parents • 391 phone calls made to parents/carers • 6 children in reception (2 on wait list) • 9 children in year 1 (space for 3 more) • 20 children in year 6 • 1 vulnerable child in • 5 critical worker children 	Y		1x1=1
Unable to assess required staffing resource <i>(cross reference with risk assessment on staff health and wellbeing)</i>	2x1	Identify numbers and roles of staff required to support return: <ul style="list-style-type: none"> • Paediatric 1st Aid x7 (NP, SB, MC, SH, TH, TS, JC) • 3 staff in reception (6 children) • 4 staff in year 1 (6 children x 2 classes = 12 children) • 3 staff in year 6 (10 children x 2 classes = 20 children) • 1 vulnerable children & 3 critical worker children 	Y, but may change	BAME staff were not identified as vulnerable in first draft of plan – this may change week of 1.6.30 All staff to have an individual risk assessment if required	2x1=2
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	2x3	<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, but may change	Will need to redeploy staff from other year groups to support classes in school. Children in school and children at home will follow home learning grids.	2x3=6

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Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils		<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	Office staff able to work from home and on a rota system to be in school.	1x3
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		<ul style="list-style-type: none"> SLT and site management team meeting to review school site and assess which classrooms can accommodate entry/exit points 30 rec/y1/y6 + 6 key worker children is maximum number of children that can be accommodated in school on any given day 2 classrooms being utilised for each year group, community room for key workers / vulnerable kids 8 unused classrooms that could be utilised 	Y		1x1
Classroom arrangements do not currently allow for adequate social distancing		<ul style="list-style-type: none"> Agreed new timetable and confirmed arrangements for each year group. Arrangements in place to support pupils when not at school with remote learning at home – ongoing Classroom size and numbers reviewed through daily planning – cap number of children depending on class size Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 15 pupils per class) 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. Hand washing facilities identified for each learning zone In primary schools, classes stay together with their teacher and do not mix with other pupils. Consideration of staffing changes to cover absence. 	Y		1x1

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		<ul style="list-style-type: none"> The EYFS environment is re-organised to meet requirements of social distancing Children in EYFS are organised into small groups with a key worker and do not mix with other children or other small groups 			
Appropriate planning for the use of alternative spaces not currently in place to meet shortfall		<ul style="list-style-type: none"> Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching (na) Identify reasons for large space use Large gatherings prohibited. Design layout and arrangements in place to enable social distancing. The EYFS environment is re-organised to meet requirements of social distancing 	Y		1x1
3. Prioritising provision					
Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning year groups not in place		<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 children who are outside of the main cohorts attending school. 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. A plan is in place for the phasing in of the other cohorts. 	Y	Existing structures in place from lockdown period in order to meet the needs of accommodating CWV children	1x1

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Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.		<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	Finalise EHCP risk assessment (S.H.)	2x3
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					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> • As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. • A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils • Parent and pupil handbooks created reflecting changes to usual school policy • Advice is made available to parents on testing for COVID-19 • NS/NC include arrangements for personal care eg. nappy changing/feeding/sleep arrangements etc – na 	Y	Weekly communication sent to parents Website up to date	1x2
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<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	Info on website If a child develops symptom, they wait in the atrium for parents with a member of staff in PPE	1x1

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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		<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 FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents – ongoing https://www.forwardthinkingbirmingham.org.uk NS/NC arrangements in place to change bedding regularly to reduce the risk of infection Consideration given to personal items of children – Soothers, comforters, nappies, personal toys. 		Include in handbook for parents	1x1
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		<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 very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress. 	Y	Staggered start for each year group One way system around outside of school Staggered lunch/break Social distancing signage Floor marking around outside of school Children who are unsettled or won't go to their teachers will have to go home with their parents	3x3

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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		<ul style="list-style-type: none"> • S.S. responsible for completion of daily attendance registers (school) (and DfE – S.G.) • S.P. responsible for completion of BCC vulnerable/key worker children attendance weekly submission • Report to responsible body 	Y	Attendance spreadsheet saved on one drive and completed in class / opened by office staff to complete the registers	1x1
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		<ul style="list-style-type: none"> • FSM Voucher scheme is continued • A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. 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 • FSM vouchers are given to families who are not in attendance and are eligible. 	Y		1x3
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs		<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 • Collaborate with other schools where there are arrangements in place • Seek support from LA • Seeking wraparound services from other providers such as PVI's and Childminders 	No	Unable to provide wrap around care Key workers children will be able to attend at the same time as all other children – 8.30 – 3.30	N/A

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Meals are not available for all children in school		<ul style="list-style-type: none"> • Communication with catering provider 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	Canteen will provide packed lunches in the first instance and may be able to provide hot meals Risk assessment in place for canteen	1x1
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		<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 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 	Y	Risk assessment shared with staff 16.4.2020 Spreadsheet filled weekly from phone calls and analysed by SP (home visits to families where contact cannot be made by phone/email) Fire evacuation procedures remain the same	1x1
High risk of increased disclosures from returning pupils	4x4	<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	Updated safeguarding policy 2xDSL on site at all times All families have been in contact with school at a minimum of every 2 weeks DSL's have confidence and experience of supporting children through trauma	4x2

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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. • 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	Peacemakers RESTORE support: https://restoreourschools.files.wordpress.com/2020/05/restore.pdf Bereavement training from Children's Bereavement Society week of 1.6.2020 Ongoing support for DSL's from supervision Staff survey shows staff are confident to use our peacemakers training and resources to support well-being	2x3
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		<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 will support children with social distancing and this has been communicated to staff, pupils and parents. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. 	Y	Welcome back (socially distanced or on teams) assembly will brief children on new behaviour expectations · Teachers to go through expectations with groups on 1st day back · Groups to stay in their bubble 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 ·	2x3

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RISK Assessment Tool (V22)
George Dixon Primary School

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		<ul style="list-style-type: none"> Messages to parents reinforce the importance of social distancing. 		PPE should be worn for any first aid needs	
9. 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 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 home learning 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"> Teachers to focus on health/safety/wellbeing first and education second ‘Catch up’ is a misnomer that wrongly characterises accelerated progress – the most rapid progress is achieved through well pitched teaching which is based on accurate formative assessment. Once formative assessments are updated teacher’s will be able to tailor work to for the need of children Teachers to identify any children really struggling and inform SLT 	3x3
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/ Early Years Inclusion Support Service 	Y	Each child be individually risk assessed.	3x2

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Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school		<ul style="list-style-type: none"> • Access BEP offer for online resources • NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can't attend school • 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	Learning grids online used by both children in school and at home Parents able to email teachers for support Teachers provide packs to children who do not have access online Consider applying for further support from early help as required	2x1
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		<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 • Curriculum leads in school meet regularly to review impact of plan • NS engage with NS Trust and Teaching Schools Alliance to plan for the above 		As above At least twice weekly check ins with families to continue	1x1
Pupils moving on to the next phase in their education are ill-prepared for transition		<ul style="list-style-type: none"> • A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. • There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition. • Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. • Virtual tours of the school are available for parents and pupils (SD by the end of June) • Online induction days for pupils and parents are planned. 	Y	Local KS2-3 transition arrangements are being made · Secondary schools are already liaising with Y6 team to provide handover and assessment information · New reception starter website page set up and virtual tour	3x2

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10. Content and timing of staff communications including bringing in staff in advance of pupils returning					
Staffing levels can't be maintained		<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 of responsible body kept informed throughout 	Y	As of 2.6.20 we may struggle with staffing requirements for the current demand – to be reassessed 8.6.20	3x2
Identify staff unable to return to school		<ul style="list-style-type: none"> • 6 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 – staff vulnerabilities continually updated in consultation with all staff 	Y	Staff are identified and this is maintained	1x1
Staff are insufficiently briefed on expectations		<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	Staff are being kept up to date through regular emails and twice daily briefings while in school RA to be shared via email and comments invited Covid staff handbook to be created	1x1

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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		<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. • 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 	Y	Outdoor corridors used for children to come into school with one way system. See return to school plan for more details	1x1
The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures		<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 EY environment • Resources are arranged to be used by small groups to limit the risk of cross contamination. • Arrangements are reviewed regularly. 	Y	Bubbles and classrooms are arranged	1x1

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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. 	Y	It is likely that staff will come within 2m of each other but very unlikely that they will be withing 2m for more than 15 mins	3x1
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored – rec & y1 have toilets within the classrooms, adequate toilets for Y6. Staff toilets designated NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. Pupils and staff know that 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. The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. 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. 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. 	Y	Additional cleaning of toilets to take place at lunch time (1 cleaner on shift)	3x1
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		<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	Deep clean undertaken while school was closed to most pupils	2x3

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undertaken to the standards required					
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 COVID-19: cleaning of non-healthcare settings guidance • 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		1x4
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		<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		1x4

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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 • 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 or young people in one day, or properly cleaned between cohorts • Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products • The governing board finance committee is aware of any additional financial commitments 	Y		1x4
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		<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 in a timely and effective way to all stakeholders. • Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines 	Y	Handbook shared by end of week 1.6.20	1x1
Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place		<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. 	Y	Arrangements in place, detailed in section 4.2	1x1

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		<ul style="list-style-type: none"> 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. 			
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		<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	Adequate PPE in school	2x4
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 	Y	Adequate PPE in school	2x4

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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		<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 symptoms associated with Coronavirus covid-19 (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	<p>Only planned works are on the roof – social distancing will be followed.</p> <p>No other planned visitors.</p>	1x1
Fire procedures are not appropriate to cover new arrangements		<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 social distancing where possible • Staff, pupils and governors have been briefed on any new evacuation procedures. 	Y	Fire arrangements remain the same	1x1

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		<ul style="list-style-type: none"> Incident controller and fire marshals have been trained and briefed appropriately. Fire drill arranged in line with Covid plan. 			
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. 	Y	Fire arrangements remain the same	1x4
Fire marshals absent due to self-isolation		<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	Fire marshal scheduled to be on site daily	1x4
Statutory compliance has not been completed due to the availability of contractors during lockdown		<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	All statutory compliance carried on while school has been open to key workers	1x1
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. 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		3x2

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17. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach					
Considerations <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 different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. In light of this it is important for risk assessments of individuals, staff and 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. 					
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 regularly updated. 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. 	Y	Records of staff vulnerability up-to-date. Individual risk assessments for vulnerable staff →ensure we have communicated this to parents again to each year group as they are welcomed back	2x3

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		<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 		Info included in staff handbook	
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"> • 29/52 (56%) of staff BAME • No. of BAME staff risk assessed and requiring to remain shielded at home TBC • No. of BAME staff able to return but requiring additional support TBC • 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. 			2x4
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"> • 338/390 (87%)of BAME pupils • No of BAME pupils risk assessed and requiring to remain shielded at home – not known • 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 		Vast majority of children returning to school are BAME and appropriate support will be in place	4x2

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		<ul style="list-style-type: none"> Resources/websites to support parent and pupil anxiety are provided. 			
Parents do not follow advice on social distancing when visiting the school		<ul style="list-style-type: none"> Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time Arrangements for visiting the school are communicated to parents/carers Expectations around hygiene and social distancing are communicated with parents/carers 		Included in parent Handbook Markings on playground SLT on playground at entry and exit points	3x2
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		<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. 		Policies reviewed and are fit for purpose	1x1
Risks are not comprehensively assessed in every area of the school, in light of COVID-19		<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 		Risk assessment shared with staff and regularly reviewed	1x1

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		<ul style="list-style-type: none"> ○ During break and lunch times ○ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 			

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