**Birmingham City Council’s Risk Assessment Template – Holly Hill Church School**

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**Introduction**

This risk assessment has been updated in line with new government guidance on isolation changes, ventilation in schools and masks.

The government lifted all measures from 19 July 2021 for the full return of all pupils (updated in line with government guidance regarding the opening of Step 4 from July 2021): [Schools COVID-19 operational guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999689/Schools_guidance_Step_4_update_FINAL.pdf)

On 21 February the Prime Minister set out the next phase of the Government’s COVID19 response. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people’s education remains. 5 Our priority is to support you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health.

This document has been refreshed from its previous iterations.

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: <https://www.birmingham.gov.uk/COVID-19_schools_faqs>.

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) should be considered for Nursery Schools and Nursery Classes. Additional guidance for [Special Schools](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings) (and specialist provision) should also be considered as appropriate.

Any updates to the previous Risk Assessment template going forward will be identified in the version control table from p7 onwards.

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

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

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

**Severity (outcome) - determine** thepotential 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:

|  |  |
| --- | --- |
| **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**](http://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 | **Full opening (updated Jan 2022):** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>  **Early Years and Childcare (updated Jan 2022):** <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>  **Out of School settings: (updated Jan 2022)** <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>  **Testing in primary and nursery schools:** <https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools>  **Safe working in education and childcare:** <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>  **Compilation of all guidance notes for schools:** <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>  **Ofsted guidance and update:** <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>  **Providing meals to pupils:** <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>  **School reports:** <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>  **Safeguarding and remote learning:** <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>  **EYFS disapplication:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>  **Keeping children safe in education for schools and staff:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  **Shielding and guidance for CEV**: Updated (24 December) guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)  **Curriculum and teaching guidance:** <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>  **Remote learning support for schools and staff:** <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>  **Remote learning support for parents:** <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>  **Transport to schools:** <https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020>  **General travel guidance:** <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>  **Recording attendance:**  <https://www.gov.uk/government/publications/school-attendance>  <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>  **Enhanced area of response:** <https://www.gov.uk/government/news/further-support-for-birmingham-blackpool-cheshire-east-cheshire-west-and-chester-liverpool-city-region-and-warrington-to-tackle-delta-b16172-v>  **BCC:** <https://www.birmingham.gov.uk/news/article/890/covid-19_birmingham_listed_as_enhanced_response_area> |
| **Governance and other**  **resources** | Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: Updated Jan 2022 <https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools>  Safeguarding policy addendum: [now](file:///\\HOLLY-CURRIC1\StaffShared$\Coronavirus\Risk%20Assessments\now) included in safeguarding policy <http://hollyhill.bham.sch.uk/information-209/policies/>  **Useful contacts in BCC:**   * If subscribing schools have questions / queries about governance, contact School and Governor Support (S&GS) at [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk) * Nursery Schools and Nursery Classes should contact the Early Years’ Service for EYFS queries via email: [EYDuty@birmingham.gov.uk](mailto:EYDuty@birmingham.gov.uk) * Education Safeguarding questions please contact the Education Safeguarding Team via email: [EducationSafeguarding@birmingham.gov.uk](mailto:EducationSafeguarding@birmingham.gov.uk)   **Other resources:**  ACAS guidance on mental health: <https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus>  HSE guidance on working during coronavirus and related links: https://www.hse.gov.uk/coronavirus/working-safely/index.htm  NAHT guidance on health and safety duties and schools: <https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/>  RCPH COVID-19 - 'shielding' guidance for children and young people: <https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield> |

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| **Version No.** | **Page –** Edits (page numbers correct at point of publication of that version) | **Published** |
| **1** | **Original** | **14/7/21** |
| **J**an 2022 | **Updated items in yellow** | **6 January 2022** |

| **Area of concern to be addressed** | **Current risk rating** | **Control measures**  **Good Practice Control Measures Adopted** | **In place?**  **(Yes/No)** | **Further action/ Comments** | **Final risk rating** |
| --- | --- | --- | --- | --- | --- |
| 1. **Identify numbers of pupils returning and staffing resource** | | | | | |
| **Lack of certainty over returning numbers** |  | * Continuing full attendance of all year groups and complete the daily DfE attendance return. Attendance is mandatory for statutory school age pupils. * Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting. * Preparedness to reinstate bubbles if needed as a mitigation for local outbreak measures. * Staff and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate. * Pupils with positive tests will need to self-isolate as per latest guidelines. <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection> * Arrangements are in place for pupils displaying symptoms in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). * Attendance records and isolation recorded on SIMS attendance.   Support for pupil/parent anxiety about attending school whilst enforcing mandatory attendance (testing is voluntary and requires consent).   * Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. | Y | * Attendance is mandatory. Expect all children to follow attendance procedure. * Open door policy, and parents advised to speak to Charlotte Taylor if anxious if numbers rise locally. * SLT will continue meeting parents at gate to deal with any general concerns. * Outbreak management plan in place to continue as live document * Wider opening times and pick up times continue, but reduced to 10 minutes, to allow for natural social distancing 8,50pm – 9am. * As at February 2022, staff no longer need to continue LFT at home twice weekly as per guidelines. , * All procedures to continue for pupil showing symptom / parent positive case and need to isolate. See current guidelines on isolation. * All children absent from school due to isolating are recorded and tracked by office staff on SIMS;. Current guidance is to mark as ill. Home school pack provided for home learning. * Learning mentors to continue supporting vulnerable families. Emotion pegs to be used by children to pick up early help. Learning mentor in school to speak to children on morning. * All PPE, sanitiser and cleaning materials in full stock if required | 1x1 = 1  Low |
| **Number of staff available is lower than that required to teach classes in school** *(cross reference with risk assessment on staff health and wellbeing)* |  | * The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1st Aid (for under 2-year olds)/ 1st Aider or emergency 1st aid for children 3-5 years, domestic/kitchen staff etc. * Consideration of staff working flexibly to cover absence, and cover internally. * Maintain distinct groups or ‘bubbles’ that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible. * Home testing for school staff is [communicated](file:///C:\Users\Downloads\communicated) in line with the latest guidance. LFT provided to all staff by DfE to ensure continuing twice weekly testing. | Y | * Health status of all staff known. * All staff working as normal. * SLT covering PPA, and available for emergency sickness cover. * Year group bubbles continue at lunchtime to reduce mixing, not Covid related.   . | 2x1 =2  Low |
| **Schools and Nursery lose focus on continuing to apply in-year admissions process including admitting ‘new’ pupils** |  | * Review in-year school admissions expectation with key admission staff and in line with requirements in the new School Admissions Code. * Ensure key school contact and related resources in place. * Ensure speedy admission of children in the relevant year groups particularly those more vulnerable children. * Funding questions are emailed to [NEF@Birmingham.gov.uk](mailto:NEF@Birmingham.gov.uk) | y | * In year admissions continue as normal. * Any application with SEND issues will be reviewed individually | 1x1=1  Low |
| 1. **Plan how the whole school will be accommodated and encourage attendance** | | | | | |
| **Measures are not in place to accommodate mandatory attendance** |  | * Reduced contact between year groups continues to be reinforced * Removing unnecessary furniture out of the classroom to make more space. * Use of unused classrooms. * Engagement of appropriate services for families not engaging * SLT meet in school meet regularly to review impact of attendance, catch up plans and pupil progress. | y | * Classes to return to normal with lunch in hall and whole school worship assembly. Lunches staggered and in year groups to minimise risk. * Outbreak management plan in place if required, to revert back to bubbles if required. . * All lessons in classes. Return to group tables | 1 x 1 = 1  Low |
| **Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance** |  | * Good ventilation is maintained while spaces are occupied * Arrangements in place to support pupils when not at school (e.g. complying with clinical or public health advice) with immediate access to remote learning at home. * The reintroduction of face coverings for staff and visitors may be advised for a temporary period in response to localised outbreaks, including variants of concern. * Staffing arrangements for lunchtime also need to be considered to ensure colleagues have a reasonable break. | y | * Classes remain in class bubbles as much as possible during learning. * Lunchtime by year groups to reduce mixing. * Mixed assembly twice weekly. * Children continue to wash hands on entering school and regularly during day. * All windows to be open during day to increase ventilation, weather permitting. * Face covering no longer a requirement, but available if individuals prefer to wear. * Handwashing promoted during day and supervised in EYFS. * Usual flu immunisations will continue, and NHS height and weight checks, eye checks. Use of meeting room to ensure social distancing. | 1 x 3 = Low |
| **There is a need to review group participation and use of large spaces to allow for the school to be fully operational** |  | * Encourage use of outdoor space, weather dependent. * Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas. * The EYFS environment is re-organised to meet requirements of social distancing * Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting. * Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. * If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the “[[[working safely during COVID-19 in the performing arts](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts)](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts)” guidance.](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) * Consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. | y | * Playground and lunch timetabled by year group, to aid session, and not covid driven. Can revert back to timetables and staggered lunch if outbreak required. * Outdoor PE encouraged, * Music for schools Tuesday pm by year group * Assemblies to revert back to being in the hall Monday and Friday. All windows opened for ventilation. * After school clubs restarted October 202 and continuing. * Sports Premium c/f to meet the needs of the children. Spend Spring 2022 included Wellbeing groups supported through physical activity and dance. To continue Summer term. | 1x4 =low |
| 1. **Communications to parents and pupils including discussing attendance expectations and preparing returning pupils** | | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the wider opening of the school** |  | * As part of the overall communications strategy, parents are kept up to date with information, guidance and the school’s expectations using a range of communication tools. * COVID-19 section on the school website is updated clearly showing arrangements for arriving/collecting pupils, as well as the remote learning offer available. * Parent and pupil handbooks reflect changes to usual school policy and expected behaviours. * Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods. * For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils. * Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion * Support for pupil/parent anxiety about COVID-19 | y | * Communication with parents via School APP , website and email. * Masks no longer mandatory. Individual choice. * Covid-19 section of website live document and updated regularly. * SLT to continue to meet with parents daily at gate to deal with any issues as this has helped with communication stream. This will continue post Covid | 1 x 4 = 4  Low |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** |  | * Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered. * Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school’s infectious diseases policy * Ensure contact details of families are up to date. | y | * Any changes to guidelines are communicated with families by office staff, particularly if phone with positive case, or close contact. * Covid attendance tracked through SIMs and daily by office staff. * All staff aware of procedures for any child displaying symptoms of any virus in school. Thermometers available in office for any temperature concerns. | 1 x 4 =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** |  | * LFD testing arrangements onsite and home, are communicated clearly to parents and carers. * Refer to school’s hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual. * Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family | y | * Change of clothes not needed, but recommend fresh clothes worn daily. * PE kits to remain in school to ensure every child has a PE kit in school. No longer Covid related. * Remote learning provided to all children off with long period of illness / isolation (including Chicken pox). To be addressed for each individual case. | 1 x 1 =low |
| 1. **The School day** | | | | | |
| **The start and end of the school day create risks of breaching social distancing guidelines** |  | * Consider stagger to start and end of day. * Break and lunchtimes are also considered to maximise teaching time. * The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point. * 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 and parents are informed that gathering at school gates needs to be minimised and entry onto the school site/buildings for visitors or parents is via appointment only * DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support). | y | * Wider drop off and pick up time to continue, but reduce to 10 minutes. To continue ongoing. * SLT on gate to ensure steady flow of adults. 8.50am – 9am, 3am-3.10am * 1 main entrance used for school, separate for nursery, and reduce congregating on playground. * SLT continue to meet on gates to deal with any issues, alleviates need for parent to speak to teacher at drop off,. * DSL present everyday to deal with any emotion needs. | 1 x 3 =3  Low |
| **Daily attendance registers for new cohorts are not in place** |  | * Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners). * Designate staff responsibility for completion of DfE daily submission. * Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload. * Review [separate guidance](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year) on recording attendance. * [Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year). | y | * All new students added to SIMS on day starting at school. Paper attendance register completed day 1 in September. Afternoon register will be completed on SIMS. * Teachers will complete SIMS registers as normal, and Learning Mentor will follow up on any absences. * Head Teacher reports any urgent issues to governors weekly, and more in depth reporting at FGB | 1 x 1 = Low |
| **Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19** |  | * Key messages are regularly reinforced in line with government guidance. Community languages are considered. * Clear procedures in place where a child or staff member falls ill whilst at school with reference to the school’s infectious diseases policy and [flowchart from Public Health](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools) * Ensure contact details of families are up to date. | y | * School has been open throughout last 24m and all staff aware of responsibilities if child show symptoms. * Updated Flowchart available in office, (provided by DfE) | 1 x 1 = low |
| **Resumption of day visits** |  | * Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. * You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely | y | * Educational visits as normal. Risk Assessments completed for all trips. | 1 x 1 = 1  Low |
| **Sports Days** |  | * Sports days can go ahead with pupils and students remaining in their bubbles, and early years children should remain in their consistent groups. * Sports equipment should be regularly cleaned throughout the event. * Spectators must adhere to current social distancing requirements. Where events take place outdoors, spectators can gather in separate groups of up to 30 – the legal gathering limit. Multiple groups of 30 are permitted. |  | * Sports day 2021 went ahead outside, but no spectators. 2022 will be considered nearer to the time. * Future events to be assessed at the time. | 1 x 1 = 1  Low |
| 1. **Provision for meals and FSM** | | | | | |
| **Pupils eligible for free school meals do not continue to receive vouchers** |  | * Issues with food poverty to be addressed through application to [Early Help Hubs](https://www.birmingham.gov.uk/info/50224/birmingham_children_s_partnership/2156/birmingham_children_s_partnership_-_resources). * A member of the school’s administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. * FSM Voucher scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible. | y | * School has close links with New Starts who provide food parcels, same day for referrals. * Free school meal vouchers no longer provided by Government | 1 x 1 = 1  Low |
| **The school is unable to provide breakfast clubs, lunch clubs and after-school clubs** |  | * Feasibility to continue or reimplement wrap-around provision e.g. PVIs and Childminders.   Where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number | y | * Breakfast now throughout school on arrival to school. No separate breakfast club before school. * All children offered a piece of fruit or toast on arrival. | 1 x 1 = low  Not running |
| **Meals are not available for all children in school** |  | * Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food. * Communication with catering provider to consider options.. * Usual considerations in place for dietary requirements. | y | * Hot meal provided to all children. Menu now increased to allow more choice as all children eating in hall. Nutritional standards kept. * Those with specific requirements have alterative arrangements of school made packed lunch. * All lunches and breakfast offering prepared by inhouse catering team who are aware of hygiene standards. All completed level 2 hygiene, and Manager Level 3 hygiene. | 1 x 1 = 1  Low |
| 1. **Safeguarding provision to support returning children and increased referrals**   **Consider alongside online offer guidance:** <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> | | | | | |
| **School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19** |  | * Safeguarding remains highest priority and policy is updated to reflect changes * All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable. * All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) * School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements * Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency   Reference to [an [addendum for the BCC Model Safeguarding Policy](https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum)](https://www.birmingham.gov.uk/downloads/file/15923/covid-19_safeguarding_policy_addendum) to be used. | y | * Safeguarding policy updated September annually inline with BCC policy. * Safeguarding training for all staff and governors annually. * My concern (secure online database) used for quick reporting of concerns to DSL. * 4 x DSL – training all up to date * Emotions peg to be continued to be used when children arrive. Learning mentor follows up directly with children by mid-morning on the same day. * DSL present on school every day. | 1 x 4 = 4  Low |
| **High risk of increased disclosures from returning pupils** |  | * DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils. * Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP advice. * Multi-agency arrangements in place to support early help. * School is aware of support through Early Help Hubs. * Advice is available through CASS, BCC Safeguarding and BCC Prevent Team. | y | * DSL present at school every day, and out of class for immediate response. * Attendance monitored daily. * DSL aware of all support available and good contacts through Social workers. | 1 x 4 = 4  Low |
| **Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school** |  | * Staff are aware of the offer from the LA and partners so support pupil wellbeing, including initiatives such as ‘[You’ve Been Missed’](https://bwc.nhs.uk/youve-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. * Provide more focused pastoral support for pupils’ individual issues, drawing on external support where necessary and possible. The DfE’s [‘every interaction matters’](https://www.minded.org.uk/Component/Details/685525) webinar can help with offering pastoral support for wellbeing. * Work with school nurses, where they are in place, to ensure delivery of the [healthy child programme](https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning) (which includes immunisation), identify health and wellbeing needs, provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues and support pupils with additional and complex health needs. | y | * Pupil wellbeing led by Year 2 teacher and SLT. * Open door policy for staff to access support and raise concerns. * Occupational health available via BCC. * Staff Wellbeing Subscription through Education Support charity, providing 24/7 support * Wellbeing dealt with on arrival by continuing to use the emotions pegs for each child to have a voice. * Return to work interviews conducted by SLT, for all staff taken absence, to ensure wellbeing and staff safety. | 1 x 2 = Low |
| 1. **Curriculum priorities including any approaches to ‘catch up’ support** | | | | | |
| **Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened** |  | * Gaps in learning and starting points are addressed in teachers’ planning and assessed through regular learning e.g. quizzes. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged. * Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on [offer](https://bep.education/wp-content/uploads/2021/01/Remote-Learning-Newsletter-5.pdf). * Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents. * For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. Consider the response to young children who have fallen behind in their self-care skills. * For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials * Exam syllabi are covered and revised where appropriate. * Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating 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. | y | * Children assessed and progress tracked by class teacher and SLT. * Catch up funding and pupil premium used for interventions and TA support in classes. See Pupil Premium Plan. * Any child off with covid or long term illness with isolation (Chickenpox) provided with home learning packs (hard copies) to continue to learn at home. * 1 TA in class to continue to support teacher and ensure intervention groups can continue. | 1 x 1= 1  Low |
| **School unable to meet full provision required in line with EHCP** |  | * Supporting the delivery of each EHC plan. * Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis. * Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs. * Access support through health and social care offer. * Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service. | y | * All children with EHCP have support as per their funding and needs. * 1 TA in all classes to support within with any other additional needs. * SEND children monitored by SENDco, with support from Pupil and School Support, ED Psychologist, Speech and Language support * New Blossom room class to provide teacher and TA support to EYFS SENd children . | 1 x 1 =1  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** |  | * Access [BEP offer](https://bep.education/wp-content/uploads/2021/01/Remote-Learning-Newsletter-5.pdf) 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. * Staff deployment including support workers, trainees and volunteers. * Collaborate with local schools or schools within MAT to deliver remote learning to more pupils. This could include using shared resources/videos. Publish your remote learning offer. | y | * School subscribes to BEP. * If any child unable to come to school, review on individual basis. | 1 x 1 = 1  Low |
| **Pupils moving on to the next phase in their education are ill-prepared for transition** |  | * 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. * An online transition booklet or pack that covers key information for students is available * Set up a new starters email address so prospective parents can ask specific questions * Include a Frequently Asked Questions section on the school website. * Personal video profiles of staff so parents/pupils can ‘meet them’ virtually | y | * New families to school will be offered tour of school * Expect pupils moving up to Reaside September 2022 to access transition days as normal. Working closely with Reaside on transition during Summer term. Assembly provided to introduce key staff. | 3 x 1 = 3  Low |
| 1. **Content and timing of staff communications** | | | | | |
| **Staffing levels can’t be maintained** |  | * 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. * Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders. Information about the [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers) from DfE is also accessed. | y | * See section 1 on staff isolating. * SLT out of class can cover emergency needs. * Governors kept up to date with any staffing issues from Head teacher. * Staff wellbeing support through Education Support subscription for 24/7 assistance. | 2 x 1 = low |
| **Staff are insufficiently briefed on expectations** |  | * Staff receive daily/weekly briefings on day to day school matters. * Ensure health & wellbeing policy is in place and available to all staff. Encourage access to support and mental health first aiders. * Staff workload expectations are clearly communicated. * Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school. * Staff have been fully briefed on the action planning for local/bubble lockdown. | y | * Staff meetings to be held in larger classrooms to allow for natural social distancing. * Weekly briefings Friday weekly. * Staff are aware of outbreak management plan for any future lockdowns / local closures. | 1 x 1 = 1  Low |
| 1. **Protective measures and hygiene** | | | | | |
| **Control measures are not in place to limit risks of transmission. distancing at break and lunch times** |  | * Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points. * Agree how control measures and messages will be implemented and displayed around school. * Alternative spaces for prayer to be considered if prayer rooms are not deemed to be covid-safe.   It is very unlikely that COVID-19 is transmitted through food. However, as a matter of [good hygiene practice](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.food.gov.uk%2Fbusiness-hygiene&data=04%7C01%7CLucy.Dumbleton%40birmingham.gov.uk%7Cf27ac7d3eca344f8356508d8d9977516%7C699ace67d2e44bcdb303d2bbe2b9bbf1%7C0%7C0%7C637498591808182113%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=tZBnuEmoPG8Q0%2BtV3J8SJYxeKazoO%2BajE%2BiUEqw66g8%3D&reserved=0), anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly. | y | * Each classroom accesses outside via its own fire door. * Toilets shared in year groups. * Nursery remain in their classroom and outdoor area, with own toilets. To continue to lunch in nursery in familiar surroundings. * Prayer corners in each classroom. * Hand washing as standard before lunch, | 1 x 3 = 3  Low |
| **Impact of any new variants of the virus on the day to day running of the school** |  | * The new variants of the virus do not require any additional control measure and the current guidance remains unchanged. * Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted.   BCC’s Local Outbreak plan can be found here: <https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19> |  | * Local outbreak and Omnicron variant did not change how we controlled measures in school. | 1 x 2 = 2  Low |
| 1. **Enhanced cleaning and how it will be implemented in your school 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** |  | You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. PHE has published guidance on the cleaning of non-healthcare settings. | y | * Additional mid-day cleaning to continue until July 2022 and reviewed at that time. Increased cleaning hours to include lunchtime clean of toilets, foyer and touch points. * LTS clean classrooms down when children go out to lunch. * Cleaning stations available in all classrooms to allow staff to clean down when required. | 1 x 1 = 1  Loq |
| **Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school** |  | * Cleaning company is aware of the guidance for cleaning of non-healthcare settings [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * Plans are in place to identify and clean all areas with which the symptomatic person has been in contact. * Sufficient and suitable equipment is available for the required clean. * Adequate waste disposal arrangements are in place to dispose of contaminated equipment * Seek support from Public Health Birmingham. Use the [flowchart](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools) if a staff member or pupil displays symptoms. * Suitable PPE equipment is available if required | y | * All windows open to allow ventilation, as per guidelines. * In house cleaning so staff aware of all school guidelines and can quickly adapt to any chances. * Full PPE available if required. * Flowchart in office. | 1 x 2 = 2  Low |
| 1. **Enhanced hygiene practices and arrangements for shared items** | | | | | |
| **Inadequate supplies to ensure good hygiene for everyone** |  | * A Ensure good hygiene for everyone **Hand hygiene** * Frequent and thorough hand cleaning should now be regular practice. * You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. **Respiratory hygiene** * The ‘catch it, bin it, kill it’ approach continues to be very important. | y | * Handwash and sanitiser stock monitored by BSS. kept securely in locked cleaning cupboards. * EYFS children are supervised for hand washing. * Most suppliers offer next day delivery for urgent items. | 1 x 1 = 1  Low |
| 1. **School level response for symptomatic or ill pupils or staff members** | | | | | |
| **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** |  | * 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. * Use the [flowchart](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools) from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * Keep up to date with PH updates on responding to cases in schools during the contact tracing phase of the response. * Staff in primary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home as per [guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools). * Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.   + *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council’s safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing* [schoolsafety@birmingham.gov.uk](mailto:schoolsafety@birmingham.gov.uk)*.* | y | * Parent handbook given in 2021 included guidelines. Handbook to be live document as part of admission process. * Current Flow chart available in office for staff to use if symptoms shown on a pupil. * Office Manager liaises with PHE if any issues unclear. * PPE stock available * Any changes to guideline are communicated to all staff, and then to parents / carers via the school app. Hard copy letter will be sent out if required as all children will be in school. * Staff no longer need to lateral flow test. * Visitor declaration on signing in to school to continue. Bursar is emailed straight away if declined. * Reporting of Injuries, Disease (RIDDOR) is completed by Office manager who liaises with Birmingham Education Safety Services. | 1 x 4 = 4  Low |
| 1. **Plan for personal protective equipment for staff** | | | | | |
| **Provision of PPE for staff where required is not in line with government guidelines** |  | * Most staff in schools will not require PPE beyond what they would normally need for their work. * The guidance on the use of PPE in education, childcare and children’s social care settings provides more information on the use of PPE for COVID-19. * Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission.   No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering. | y | * Masks no longer mandatory, but are available if individuals prefer. * School will follow DfE guidelines on PPE. * PPE available and full stock * Full PPE available for nappy changing in nursery. | 1 x 1 =1  Low |
| 1. **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** |  | * 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. * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated considering COVID-19 (including contractor risk assessments and method statements, and contractor induction), including contractors who works across sites or schools. | y | * Any work is booked in through Bursar. * Statutory testing continued throughout * Fire Risk Assessment, sports equipment, PAT testing completed 2021. * Five year fixed electrical August 2021 | 1 x 1 = 1  Low |
| **Fire procedures are not appropriate to cover new arrangements** |  | * Fire procedures have been reviewed and revised where required, due to:   + Changes to numbers of pupils/staff   + Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes   + Social distancing rules during evacuation and at muster points   + Possible need for additional muster point(s) to enable social distancing where possible * Staff, pupils and governors have been briefed on any new evacuation procedures. * Fire drill arranged in line with Covid plan. | y | * Fire procedures updated during partial opening, in line with lockdown procedures. All staff involved in drill / walk through to ensure fully aware and to update any issues. Fire Policy updated in line with recommendations. * Fire drills completed termly | 1 x 1 = 1  Low |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** |  | * All statutory compliance is up to date. * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date. * Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes. * Ensure staffing cover should key staff (site manager/caretaker) involved in statutory testing & site safety be off or away * LA support is in place. | y | * All statutory testing has been completed during lockdowns as school has been open. All compliant | 1 x 1 = 1  Low |
| **The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty** |  | * 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. | y | * Additional costs relating to COVID tracked in 20/21 and 21/22. Not required in 2022. * No financial support as surplus balance predicted at year end. | 2 x 1 = Low |
| 1. **Home to School Transport** | | | | | |
| Urban Transport Group released a [briefing in May 2020](https://www.urbantransportgroup.org/media-centre/press-releases/open-letter-transport-authorities-minister-urgent-need-restart-funding) requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.  **Keys points include:**   * Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.   For further information and guidance regarding any of the above points visit [www.birmingham.gov.uk/modeshiftstars](http://www.birmingham.gov.uk/modeshiftstars) | | | | | |
| **Consideration whilst using public transport** |  | * People aged 11 and are advised to wear a face covering when travelling on public transport. * Pupils should leave more time for their journey, as there may be a longer wait than usual; with limited space on board there may be more demand for services. | y | * Parents know of guidelines for use of public transport. | 1 x 1 = 1  Low |
| **Children arriving late as a result of journey to school** |  | * Encourage walking, cycling or scooting to their education setting where possible. * Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) | y | * Any child arriving late enters via main reception for office staff to remind parents of need for arriving on time. * Families are encouraged to walk to school to reduce number of cars, and reduce risk of delayed public transport. * Bike park now on site to promote cycle to school scheme. | 2 x 1 = 2  Low |
| 1. **Contingency planning for local or national lockdown** | | | | | |
| **No plan in place if an outbreak or lockdown should occur** |  | * School Business Continuity Plan has been updated. * Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure). * Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham. * Staff have been fully briefed on action planning for local/bubble lockdown or outbreak. * Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care). | y | * Business Recovery Plan updated and available on server if required. * Outbreak management Plan in place for any local or national closures. Revert to relevant risk assessment for bubbles as successfully fulfilled in 2021. * Assistant head to managing remote learning. Pack is ready for any year group if required. | 2 x 1 = 2  Low |
| 1. **Coronavirus (COVID-19) asymptomatic testing in schools** | | | | | |
| **No plans for rapid testing using Lateral Flow Devices (LFD)s in place thus hindering the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.** |  | * Plans are in place for staff in primary schools to continue to test with LFDs twice a week at home, as per DfE guidance * Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. * Pupils with positive tests will need to self-isolate and follow guidelines. |  | * Weekly staffing LFD no longer required, but available if outbreak, or government guidelines change. * Reporting of this to school and the Government website. |  |
| 1. **Rapid asymptomatic testing for visiting/peripatetic staff working with pupils** | | | | | |
| **There are no clear plans for visiting professionals and peripatetic staff in a mainstream setting** |  | * BCC staff visiting schools is able to access LFD testing through community testing sites * Other visiting teachers/staff are directed to the community testing site to access an LFD test prior to their visit |  | Visitors no longer need to LFD test.  Long term external teachers (Aspire Sports and Music) to follow staff guidelines | 1 x 3 = 3Low |

Updated 2nd March in line with current guidelines.