

## Introduction

The government plan is for a [phased return of some children](#) (years 10 and 12) to commence at the Academy from 15<sup>th</sup> June 2020

In line with DfE guidance (published 25<sup>th</sup> May2020), we are providing face to face support for students in years 10 and 12 to supplement their remote education. Remote education will remain the predominant mode of learning during the summer term for these and other year groups.

This risk assessment is based on Government guidelines on COVID-19 as at 14/05/2020 and Guidance for secondary school provision from 15<sup>th</sup> June 2020 (Published 25<sup>th</sup> May2020). It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC) or changes and improvements to the Academy's own arrangements

COVID -19 is a disease caused by a new strain of coronavirus. "CO" stands for corona, "VI" for Virus, and "D" for disease. The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold. Symptoms can include a high temperature, a new, continuous cough, loss or change to sense of smell or taste. The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g. eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

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.

The Academy will use a 4 x 4 Matrix to determine the Risk Rating Scores used in this Risk Assessment

**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

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

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

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

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
Links to DfE Guidance	<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a>
As new guidance is produced	<a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june</a>

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weekly, please refer to <a href="http://www.gov.uk">www.gov.uk</a> for updates	<a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/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</a>
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	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision</a>
	<a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a>
	<a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a>
	<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/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</a>
	<a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers</a>
	<a href="https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing">https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing</a>
	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>  
<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>  
<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage->

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	<p><a href="#">coronavirus-disapplications</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="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">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</a></p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools</a></p>
<p><b>Governance and other resources</b></p>	<p>School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></p> <p>There are also useful prompts and guidance in the following document:  <a href="https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx">https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx</a></p> <p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and schools: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/</a></p>

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Version edits – please note page numbers may have altered on later iterations			
Version No.	Section - Edits	Page	Published
1	Original – Drafting	All	27/05/2020
2	GLT Review	Various	01/06/2020

2	SLT Review	various	01/06/2020
3	Staff Consultation	No Amendments	06/06/2020
4	Academy Trust Review and Approval	No Amendments	10/06/2020
5	Headmaster and Deputy Headmaster review	Updated to reflect movement to classroom teaching for Year 12	19/06/2020
6	Headmaster and Deputy Headmaster	Updated to reflect movement to classroom teaching for	03/07/2020

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		Year 10 and face to face meetings for Year 9	
7	Headmaster and Deputy Headmaster	Updated to reflect end of Year 9,10 and 12 face to face meetings	17/07/2020

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
<b>1. Identify likely numbers of students returning and agree required staffing resource and approach.</b>					
Unable to assess likely	2x1 = 2	Identify and encourage numbers of students to return by:	YES	Students to be advised to	1x1 = 1

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numbers of students returning		➤ Senior staff making personal phone calls to all families in Year 10 and 12 inviting them to attend a weekly subject face to face review meeting		if possible walk or cycle, Start times will be staggered to reduce impact from & on Public Transport	
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		<ul style="list-style-type: none"> <li>➤ subject face to face review meeting.</li> <li>➤ Reassuring families that only small groups of students (less than one quarter of the Year group) will be in attendance at any point in time.</li> <li>➤ Having staggered arrival and departure times.</li> <li>➤ Our academy based social worker engaging with all families and carers of vulnerable groups and Key workers, encouraging them to attend our daily provision.</li> </ul>		<p>Public Transport</p> <p>During the Summer Term Year 10 and 12 Students will initially meet with Teachers in the Academy Hall &amp; Sports Hall to contain the operational space facilitating strict cleaning regimes.</p> <p>Year 12 students to move to classroom based teaching from Monday 22<sup>nd</sup> June. (groups no larger than 10)</p> <p>Year 10 students to move to English/maths classroom based teaching from Monday 6<sup>th</sup> July. (groups no larger than 10)</p> <p>Year 9 students to have face to face meetings with option subject teachers from 6<sup>th</sup> July 2020 (groups no larger than 10)</p> <p><b>Successfully achieved</b></p>	
Unable to assess r	2x1 = 2		YES	Monitored in each	1x1 = 1

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equipped staffing resource		<p>Identify numbers and roles of staff required to support return by:</p> <ul style="list-style-type: none"> <li>➤ Write a letter to staff to identify "<b>clinically extremely vulnerable</b>" who will not be able to return on 15<sup>th</sup> June.</li> <li>➤ Identify other members of staff with medical conditions such as diabetes or MS to determine likely staffing levels.</li> <li>➤ Making sure staffing levels are able to facilitate face to face review meetings for Year 9 and teaching for Years 10 and 12.</li> <li>➤ Factoring in staffing capacity to continue the rota system of provision for vulnerable students and those of Key workers.</li> </ul>		<p>subject(s) week for year 10 and identified subjects Year 12. (From 6<sup>th</sup> July also to include staffing levels for Year 9 face to face meetings)</p> <p><b>Successfully achieved</b></p>	
Number of staff available is lower than that required to teach classes in Academy and operate effective home learning or meet the required ratios	2x1 = 2	<ul style="list-style-type: none"> <li>● The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned</li> <li>● Full use is made of those staff who are self-isolating or shielding but who are well enough to set lessons online.</li> <li>● A blended model of home learning and attendance at Academy (Year 9,10 and 12 only) is utilised until staffing levels improve.</li> <li>● Contingency planning is in place for any additional resource requirements identified</li> <li>● Consideration of available testing for school staff is updated according to latest government advice</li> </ul>	YES	<p>Headmaster has written letters <b>on 24<sup>th</sup> April explaining testing for academy staff and on 20<sup>th</sup> May 2020 to all staff to confirm &amp; clarify "shielding/clinically extremely vulnerable"</b> with further guidance to staff regarding attendance when the phased reopening commences</p> <p><b>Completed</b></p>	1x1 = 1
Schools lose focus on continuing to apply in-year	2x1 = 2	<ul style="list-style-type: none"> <li>● Review in-year school admissions expectation with key admission staff.</li> </ul>	YES	<p>The academy has made 2 Fair access</p>	1x1 = 1

admissions process including admitting 'new' students		<ul style="list-style-type: none"> <li>To be in regular contact with Birmingham admissions, ensuring timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns.</li> <li>Ensure speedy admission of children in the relevant year groups.</li> </ul>		admissions during May 2020	
<b>2. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance</b>					
Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group	2x4 = 8	<ul style="list-style-type: none"> <li>Staff to continue to use a "dedicated" classroom for vulnerable students and Key Workers with appropriate supervision and cleaning regimes.</li> <li>To review and modify plans, supervision ratios and rooms should the numbers significantly increase.</li> </ul>	YES	Successfully been in place since March 23 <sup>rd</sup> . <b>Completed</b>	1x4 = 4
Classroom arrangements do not currently allow for adequate social distancing	3x4 = 12	<ul style="list-style-type: none"> <li>Agreed timetable and confirmed arrangements for Year 9 face to face meetings and. Year 10 and 12 teaching only summer term 2020.</li> <li>Arrangements in place to support students when not at the Academy with remote learning at home.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Hand sanitiser fitted to each classroom.</li> <li>Washing facilities identified for each learning zone</li> <li>Year 9,10 and 12 stay in single Year groups while attending the academy and do not mix together.</li> </ul>	YES	Only one building (sports building) to be open for Year 9 face to face meetings.  Identified classrooms for teaching Year 9, 10 and 12 have been accommodated to meet social distancing regulations.  Sanitisers placed at entrance points and in every classroom	1x4 = 4

				<b>Completed</b>	
Appropriate planning for the use of alternative spaces not currently in place to meet shortfall	3x4 = 12	<ul style="list-style-type: none"> <li>Limits set for large spaces (e.g. hall, sports hall, dance studio) for face to face meetings.</li> <li>Identify reasons for large space use</li> <li>Large gatherings prohibited.</li> <li>Design layout and arrangements in place to enable social distancing.</li> </ul>	YES		1x4 = 4
<b>3. Prioritising provision</b>					
Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning year groups not in place	1x4 = 4	<ul style="list-style-type: none"> <li>Review numbers of children returning according to status and year group (as per 1.1)</li> <li>Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.</li> <li>Pastoral and SEND support is deployed wherever possible to support prioritised students</li> <li>Efforts continue to improve the attendance of vulnerable students and those of Key workers.</li> <li>A plan is in place for the phasing in of the other cohorts in due course.</li> </ul>	YES	Academy based social worker to continue to do daily and weekly summaries of contact with all vulnerable students.  <b>Completed</b>	1x4 = 4
Insufficient support is available for vulnerable and/or disadvantaged children as numbers of students increase.	2x4 = 8	<ul style="list-style-type: none"> <li>Support for individual students is planned through risk assessment and any issues addressed through SLT discussions.</li> <li>Increase staff supervision rota.</li> <li>Extend provision for the return of vulnerable students or those with SEND in conjunction with families</li> <li>Bring any support requests to weekly LA SEND Panel</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>Requests for support for vulnerable families sent through</li> </ul>	YES	Academy based social worker and SENCo to continue to work in conjunction to support increased numbers attending the academy  <b>Completed</b>	1x4 = 4

		<p>Early Help Hubs</p> <ul style="list-style-type: none"> <li>LA support for individual or complex cases</li> </ul>			
<b>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 students</b>					
<b>Families and carers are not fully informed of the health and safety requirements for the reopening of the Academy</b>	3x4 = 12	<ul style="list-style-type: none"> <li>As part of the overall communications strategy families are kept up to date with information, guidance and the Academy's expectations on a weekly basis using a range of communication including letters, website updates and twitter.</li> <li>All Year 9, 10 and 12 families are contacted by a senior member of staff.</li> <li>A COVID-19 section on the Academy website is created and updated clearly showing arrangements for arriving/collecting students</li> <li>Advice is made available to families on testing for COVID-19</li> </ul>	YES	A formal contact structure for Year 9, 10 and 12 are created and shared with the SLT.	1x4 = 4
<b>Families and carers may not fully understand their responsibilities should a child show symptoms of COVID-19</b>	3x4 = 12	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced by letter and the Academy's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at</li> <li>Ensure contact details of families are up to date.</li> </ul>	YES	<p>Letter to Year 9 families/staff 26<sup>th</sup> January 2020</p> <p>Staff letter 24<sup>th</sup> June 2020</p> <p>12<sup>th</sup> June 2020 academy reopening letter to staff</p> <p><b>Completed</b></p>	2x4 = 8

<b>Communications with families/carers about expectations that must be followed to support students and keep the Academy community safe are not clear or in place</b>	2x4 = 8	<ul style="list-style-type: none"> <li>Request daily changes of clothes where possible to reduce the risk of infection</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for students and families.</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> </ul>	YES	<p>SLT daily briefings (from 15<sup>th</sup> June 2020)</p> <p><b>Completed</b></p>	1x4 = 4
<b>5. The school day</b>					
<b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>The start and end of the school day create risks of breaching social distancing guidelines</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Start and departure times are staggered to avoid peak hour traffic and large numbers on public transport if required.</li> <li>The number of entrances and exits to be used is maximised. <ul style="list-style-type: none"> <li>Staff and students are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> </ul> </li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	YES	<p>A plan has been prepared &amp; communicated with a commencement time and end time for the Year 9,10 and 12 phased return.</p> <p>The main academy, Portland Road entrance has been designated for the phased return of students due to its width and has been marked with 2m Social Distancing.</p> <p>The Academy has</p>	2x4 = 8

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				<p>ordered to make this route clear to students supported with signage to reinforce the need for 2m Social Distancing.</p> <p>Supervision and enforcement of Social Distancing is planned.</p> <p>Pathways towards the Canteen have been marked for social distancing for return to school beyond that already announced.</p> <p><b>Completed</b></p>	
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	2x1 = 2	<ul style="list-style-type: none"> <li>Nominated SLT member of staff to oversee the completion of daily attendance registers (Academy and DfE)</li> <li>Senior data manager is responsible for completion of DfE vulnerable/key worker children attendance daily submission</li> <li>Senior data manager reports to the Headmaster daily</li> </ul>	YES	Established practice since 23 <sup>rd</sup> March.	1x1 = 2
<b>6. Provision for meals and FSM</b>					
Students eligible for free school meals do not	2x2 = 4	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued for all students including Years 10 and 12 during the summer term.</li> </ul>	YES	FSM Vouchers will continue to be issued to	1x2 = 2

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continue to receive vouchers on the days that they are not in the Academy		<ul style="list-style-type: none"> <li>Senior data manager is tasked with ensuring that students eligible receive free meals continue to receive vouchers/school meals when not in school.</li> <li>FSM vouchers are given to families who are not in attendance and are eligible.</li> <li>FSM "Summer Food Vouchers" to be activated by 10<sup>th</sup> July 2020.</li> </ul>		<p>all eligible students during the phased return in line with Government Guidelines</p> <p><b>Completed</b></p>	
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	4x1 = 4	<ul style="list-style-type: none"> <li><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></li> <li>Not applicable for the first phase of reopening the academy.</li> </ul>	No	<p>The Academy has determined that it will not be providing these facilities during the phased return that commences on 15<sup>th</sup> June 2020</p> <p>No sports lettings for the remainder of the Academic year.</p>	4x1 = 4

				No peripatetic music lessons for remainder of the Academic year	
Meals are not available for all children in school	2x2 = 4	<ul style="list-style-type: none"> <li>Alternative arrangements in place for provision of school meals – DfE FSM voucher scheme</li> </ul>	YES	Students will only be on site for a short period during the face to face meetings and will be provided with bottled water.	1x2 = 2

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				<b>Completed</b> The Canteen services will not be available during the phased return commencing 15 June 2020	
<b>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</b>					
School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	2x4 = 8	<ul style="list-style-type: none"> <li>Safeguarding remains the highest priority and policy has been updated to reflect COVID 19 changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of students that are not attending the Academy</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>Academy based social worker makes daily contact with all vulnerable students.</li> <li>Academy to make 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</li> <li>Expectations to be shared with students in the event of the need to evacuate the building in an emergency</li> </ul>	YES	To continue to record contact with all vulnerable families.  <b>Completed</b>	1x4=4
High risk of increased disclosures from returning students	3x3 = 9	<ul style="list-style-type: none"> <li>DSL/Academy based social worker capacity is factored into reopening staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from students.</li> <li>Contact is maintained with families where there are</li> </ul>	YES	Academy based social worker to continue to monitor and report any concerns.	2x3 = 6

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		<ul style="list-style-type: none"> <li>vulnerable pupils that are not attending the Academy due to family/parent/carer decision</li> <li>Staff are reminded of their duty to report concerns while distance learning or following face to face meetings.</li> <li>Multi-agency arrangements in place to support early help</li> <li>Academy is aware of support through Early Help Hubs</li> <li>Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>		<b>Completed</b>	
Insufficient staff confidence or awareness of mental health, pastoral support,	2x2 = 4	<ul style="list-style-type: none"> <li>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</li> </ul>	YES	Staff aware of support available from Visiting Educational Psychologist to	1x2 = 2

wider wellbeing support for students returning to school		<ul style="list-style-type: none"> <li>have occurred in children's lives since they have been away from the Academy</li> <li>The Headmaster shared the support from Sam Samra, Educational Psychologist</li> <li>Staff have access to a range of support services and feel well prepared to support students with issues that are impacting on their health and wellbeing. This is differentiated for students attending the Academy and those still at home.</li> <li>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.</li> </ul>		different events and circumstances in email from Headmaster 5 <sup>th</sup> May 2020	
<b>8. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
Students' behaviour on return to the Academy does not comply with social distancing guidance	3x2 =6	<ul style="list-style-type: none"> <li>Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings.</li> <li>Staff model social distancing consistently.</li> <li>The movement of students around the Academy is minimised and a new one-way system introduced.</li> </ul>	YES	Behaviour Policy updated.with clear expectations of student behaviour <b>Completed</b>	2x2 =4

		<ul style="list-style-type: none"> <li>Large gatherings are avoided and group sizes comply with DfE guidance.</li> <li>Break times and lunch times are structured to support social distancing and are closely supervised.</li> <li>The Academy's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and families.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to families reinforce the importance of social distancing.</li> </ul>			
<b>9. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
Students may have fallen behind in their learning during school closures and achievement gaps will have widened	4x1 = 4	<ul style="list-style-type: none"> <li>Gaps in learning are assessed and addressed in teachers' planning.</li> <li>Home and remote learning is continuing and is calibrated to complement Year 9,10 and 12 reviews.</li> <li>Exam syllabi are covered where appropriate</li> <li>Plans for intervention are in place for those student who have fallen behind in their learning and are supported through home learning</li> <li>Academy is aware of students who are young carers and have targeted support for online learning where they are unable to return to the Academy</li> </ul>	YES	Headmaster letter 27 <sup>th</sup> May outlining a consistent approach to curriculum and assessment  Year 12 classroom teaching to commence from 22 <sup>nd</sup> June (no more than 10 per group)  Year 10 classroom teaching to commence from 6 <sup>th</sup> July (no more than 10 per group)  Year 9 face to face meetings to commence on 6	2x1 = 2

				<sup>th</sup> July 2020 to replace remote learning	
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The Academy is unable to meet full provision required in line with EHCP	3x2 = 6	<ul style="list-style-type: none"> <li>Review individual student's EHCP to consider what can reasonably be provided whilst in the Academy.</li> <li>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</li> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel/ Early Years Inclusion Support Service</li> </ul>	YES		2x2 = 4
Operational needs of the Academy create insufficient resource to support ongoing learning offer for eligible students who can't attend the Academy as well as those that continue to be out of the Academy	2x1 = 2	<ul style="list-style-type: none"> <li>Access BEP offer for online resources</li> <li>Review online offer for students that are unable to attend the Academy</li> <li>Utilise academy chrome books and procure dongles for most disadvantaged.</li> <li>Learning offer for students unable to access online resources</li> <li>Access Early Help Hub support for those students affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend the Academy to support future transition</li> </ul>	YES	Academy has supported students with internet access and chrome books while awaiting government computers and routers.  <b>Completed – plans for collection of loaned items in place</b>	1x1 = 1
No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in	1x1 = 1	<ul style="list-style-type: none"> <li>Review numbers of children attending the Academy who are not in the returning year groups</li> <li>Engagement of appropriate services for families not engaging</li> <li>Identify staff resource to manage curriculum offer</li> <li>Set out short/medium term offer for this group of children</li> </ul>	YES	Refer to our Academy based social worker for family/carer engagement.	1x1 = 1

school but not in the returning year groups		<ul style="list-style-type: none"> <li>Planning scheduled for longer term offer</li> <li>Curriculum leads meet regularly to review impact of plan</li> </ul>			
Students moving on to the next phase in their education are ill-prepared for transition	4x2=8	<ul style="list-style-type: none"> <li>The Careers lead speaks with students and their families about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions to assist with students' transition.</li> <li>Regular communications with the parents of incoming students are in place, including letters,</li> <li>Online induction days for students and families are planned.</li> </ul>	YES	The careers leader has been in constant contact with families of Year 11 and 13 students securing their next steps.	2x2 = 4
<b>10. Content and timing of staff communications including bringing in staff in advance of students returning</b>					
Staffing levels can't be maintained	2x2=4	<ul style="list-style-type: none"> <li>Only the staff required to be in the Academy are in the Academy, to maintain safeguarding and appropriately guided ratio.</li> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, SENCO, Academy based social worker, Careers Leader and first aid qualified staff</li> <li>Chair of responsible body kept informed throughout</li> </ul>	YES	Staffing both of Teaching and Support considered during phased reopening  Staff and Students in need of First Aid will in the initial phase of return if it is safe to do so will be directed to a room with good ventilation to await parents or paramedics  First Aid will not be administered by staff during this first phase of	2x2 = 4

				the return and will be kept under review	
<b>Identify staff unable to return to the Academy</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend the Academy and social distancing cannot be on site, but can work effectively from home, for example supporting remote education, or safeguarding calls</li> <li>Identify specific activities for staff who are vulnerable/shielded</li> </ul>	YES	Headmaster has written on 20 <sup>th</sup> May 2020 to all staff to confirm & clarify "shielding/clinically extremely vulnerable" with further guidance to staff regarding attendance when the phased reopening commences	1x4 = 4
<b>Staff are insufficiently briefed on expectations</b>	2x4 = 8	<ul style="list-style-type: none"> <li>Staff receive frequent briefings on academy matters and evolving working arrangements around students returning to the academy.</li> <li>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</li> <li>Flexible working arrangements needed to support any changes to usual working patterns are agreed</li> <li>Staff workload expectations are clearly communicated</li> </ul>	YES	Staff aware of support available from Visiting Educational Psychologist to different events and circumstances in an email from Headmaster 5 <sup>th</sup> May 2020  SLT led daily briefings from 15 <sup>th</sup> June 2020.	1x4 = 4
<b>11. Protective measures and hygiene</b>					

<b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when students circulate in corridors as students are unable to or do not observe social distancing at break and lunch times</b>	2x4 = 8	<ul style="list-style-type: none"> <li>Classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues, use of communal staff areas are under constant review</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>The movement of students around school is minimised as much as possible.</li> <li>Where possible, students stay in designated areas and staff move around.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Pupils are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Agree how safety measures and messages will be implemented and displayed around the Academy</li> </ul>	YES	<p>The Academy has signage to support a one way with social distancing</p> <p>The Canteen will not be in operation for students during the initial phased return from 15 June 2020</p> <p>Refer to 'Covid-19 in academy protocol' document for details on managing symptomatic individuals</p>	1x4 = 4
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Home based arrangements in place during the summer term.</li> <li>Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> <li>Arrangements are reviewed regularly.</li> </ul>	YES		1x4 = 4
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff to be briefed on the use of these rooms.</li> </ul>	YES	During the phased return social distancing by staff is to be observed and modelled at all times.	1x4 = 4

				<p>Where Office staff are unable to socially distance, desks will be repositioned or alternative work space will be provided and furniture moved if necessary.</p> <p>Special measures have been taken in reception to ensure social distancing to the receptionist</p> <p><b>Completed</b></p>	
Queues for toilets and handwashing risk non-compliance with social distancing measures	4x4 = 16	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Students and staff know that they can only use the toilet facilities one at a time.</li> <li>• A full time cleaner is working during the school day.</li> <li>• The toilets are cleaned frequently to take account for the number of students accessing the facilities.</li> <li>• Monitoring ensures a constant supply of soap and paper towels.</li> <li>• Bins are emptied regularly.</li> <li>• Students are reminded regularly on how to wash hands.</li> </ul> <p>Handwashing is incorporated into the daily timetable.</p>	YES	<p>The Academy has an order in place to upgrade its hand drying facilities along with sanitiser available at entrances and in classrooms.</p> <p>Hygiene signage has been ordered in readiness.</p> <p>Enhanced cleaning regime for toilet facilities, particularly</p>	1x4 = 4

		<ul style="list-style-type: none"> <li>• Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points.</li> </ul>		door handles, lock and toilet flush	
<b>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</b>					
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	3x4 = 12	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) has been operational since May 11<sup>th</sup></li> <li>• An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>• Working hours for cleaning staff are increased in agreement with staff.</li> <li>• A full time cleaner is working during the school day.</li> </ul>	YES	<p>Enhanced cleaning regime implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps are all thoroughly cleaned and disinfected regularly</p> <p>Hand towels and hand wash are to be checked and replaced as needed.</p>	1x4 = 4
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	3x4 = 12	<ul style="list-style-type: none"> <li>• Cleaning staff are aware of the guidance for cleaning of non-healthcare settings <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact</li> <li>• Sufficient and suitable equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• The academy facility manager is monitoring and overseeing</li> </ul>	YES	<p>Facility manager to oversee and quality assures the cleaning regime.</p> <p>Refer to 'Covid-19 in academy protocol' document for details on managing symptomatic individuals</p>	1x4 = 4

		<ul style="list-style-type: none"> <li>The academy facility manager is monitoring and overseeing the quality of cleaning.</li> <li>Alternative arrangements are in place for vulnerable students and key worker families in case the Academy needs to close</li> </ul>		Procedure flowchart for suspected COVID-19	
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		for a Covid-19 clean		cases sent to all staff 3 <sup>rd</sup> July 2020.	
<b>13. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
<b>Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established</b>	3x4 = 12	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the Academy reopens and additional supplies are purchased if necessary.</li> <li>A three year contract for hand sanitiser has been approved in readiness for reopening.</li> <li>Appropriate measures to supervise effective hand washing of young children are in place</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>Posters and signage reinforce the need to wash hands regularly and frequently.</li> </ul>	YES	<p>A three year contract with Initial has been agreed.</p> <p>Automated hand sanitisers have been fitted in all classrooms</p> <p>Two mobile hand sanitisers are available where needed</p>	1x4 = 4
<b>Inadequate supplies and resources mean that shared items are not cleaned after each use</b>	3x4 = 12	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> <li>Prevent the sharing of stationery and other equipment where possible.</li> <li>Shared materials and surfaces cleaned and disinfected more frequently</li> <li>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</li> <li>Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own</li> </ul>	YES	The Academy has wipes so that surfaces can be wiped down.	1x4 = 4

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		<p>cleaning products</p> <ul style="list-style-type: none"> <li>The Academy Trust finance committee is aware of any additional financial commitments</li> </ul>			
<b>14. School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)</b>					
<b>Staff, students and families are not aware of the Academy'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 Academy</b>	3x4 = 12	<ul style="list-style-type: none"> <li>Staff, students and families 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 Academy.</li> <li>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.</li> <li>This guidance has been explained to staff and students as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	YES	<ol style="list-style-type: none"> <li>The symptomatic person isolated in medical room</li> <li>Person leaves site as soon as possible (parents called and expected to arrange immediate collection)</li> <li>Medical room and classroom cleaned thoroughly</li> <li>Rubbish double bagged and isolated</li> <li>Covid 19 test</li> </ol>	2x4 = 8

				5. Covid 19 test offered to person and rest of household 6. Family group advised of suspected case and to self-isolate 7. Results returned 8. (as per flowchart sent on 3 <sup>rd</sup> July 2020) 7a If positive, PHE informed	
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				and rubbish collected securely; wider family group told to continue to self-isolation to the maximum of 14 days 7b if negative, all family group returns and rubbish is disposed of normally	
<b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b>	2x4 = 8	<ul style="list-style-type: none"> <li>A dedicated space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged.</li> <li>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.</li> </ul>	NO	Refer to 'Covid-19 in academy protocol' document for details on managing symptomatic individuals	1x4 =4
<b>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</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated</li> <li>Sufficient PPE has been procured through normal stockist</li> <li>PPE requirements have been risk assessed against scenarios produced by Public Health Birmingham</li> <li>Those staff required to wear PPE (e.g. 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.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Seek LA support for emergency PPE stock</li> <li>Appropriate measures are taken on the cleaning of reusable</li> </ul>	NO	Supplies available for use by nominated staff	1x4 = 4

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		PPE items in line with guidance			
<b>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</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using the Academy's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines</li> </ul>	NO	Supplies available for use by nominated staff	1x4 = 4

<b>16. Managing premises related issues</b>					
<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst the Academy is in operation may pose a risk to social distancing and infection control</b>	3x4 = 12	<ul style="list-style-type: none"> <li>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.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/students are kept apart.</li> </ul>	YES	Contractors to be briefed in advance and on arrival of need to hand sanitise on entry, to observe one way signage and social distancing at all times on site and to report any concerns.	1x4 =4

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		<ul style="list-style-type: none"> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>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).</li> <li>Premises governing board committee is aware of planned works and associated risk assessments</li> </ul>			
<b>Fire procedures are not appropriate to cover new arrangements</b>	4x4 =16	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> <li>Reduced numbers of students/staff</li> <li>Social distancing rules during evacuation and at muster points</li> <li>Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>Staff, students and governors have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill arranged in line with Covid plan.</li> </ul>	YES	Fire evacuation procedures are announced in daily SLT briefings from 15 <sup>th</sup> June 2020.	1x4 = 4
<b>Fire evacuation drills - unable to apply social distancing effectively</b>	4x4 = 16	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures.</li> </ul>	YES	Fire evacuation procedures are announced in daily SLT briefings from 15 <sup>th</sup> June 2020.	1x4 =4
<b>Statutory compliance has not been completed due to the availability of contractors during lockdown</b>	3x4 =12	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> </ul>	YES	The Academy to complete the School Site Reopening – Property Risk	1x4 = 4

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<b>lockdown</b>				Management Guidance Check List provided by the Academy's Insurers	
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The costs of additional measures and enhanced services to address COVID-19 when reopening puts the Academy in financial difficulty	4x2 = 8	<ul style="list-style-type: none"> <li>• Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>• Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The Academy's projected financial position has been shared with trust.</li> </ul>	YES	the Academy's insurers Zurich Municipal The Finance Department have continued monthly reporting to Academy Trust	1x2 =2
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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**

<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Nationally the <a href="#">ONS analysis</a> 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.</li> <li>• There doesn't appear to be any difference between ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</li> <li>• In light of this it is important for risk assessments of individuals, staff and students, take this into account, the main risks are around health conditions such as <b>diabetes, kidney disease and high blood pressure</b>, 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</li> <li>• The <a href="#">NHS risk assessment</a> 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.</li> </ul>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 <a href="#">living with someone who is shielded</a>.</li> <li>• 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.</li> </ul>
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Measures have not been put in place to protect staff and students with underlying health issues, BAME staff, and those who are shielding	2x4 = 8	<ul style="list-style-type: none"> <li>• An equality impact assessment is undertaken for staff and students</li> <li>• All members of staff and families of students with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the Academy.</li> <li>• Records are kept of this and regularly updated.</li> <li>• Members of staff and families of students with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Staff and families of students are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above (over 55 year olds are at a higher risk).</li> <li>• Seek advice from Occupational Health Service</li> </ul>			1x4 = 4
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<b>Staff, particularly those from BAME heritage, are reluctant to attend the Academy due to the media coverage on deaths related to coronavirus.</b>	2x4 = 8	<ul style="list-style-type: none"> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>			1x4 = 4
<b>Families, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus</b>	3x4 = 12	<ul style="list-style-type: none"> <li>• There are sufficient numbers of trained staff available to support students and families with these anxieties.</li> <li>• There is access to designated staff for all students and families who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>• Academy arrangements demonstrating social distancing measures are shared with families and students</li> <li>• Resources/websites to support families and student anxiety are provided.</li> </ul>			2x4 = 8
<b>Families do not follow advice on social distancing when visiting the school</b>	3x4 = 12	<ul style="list-style-type: none"> <li>• Visitors (including families/carers) to the Academy are not permitted during the summer term</li> <li>• Expectations around hygiene and social distancing are communicated with parents/carers</li> </ul>	YES		2x4 = 8
<b>18. Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
<b>Existing policies on</b>	3x4 = 12	• All relevant policies have been revised to take account of	YES		1x4 = 4

<b>safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</b>		<p>government guidance on social distancing and COVID-19 and its implications for the Academy.</p> <ul style="list-style-type: none"> <li>• Staff, students, families and governors have been briefed accordingly.</li> </ul>			
<b>Risks are not comprehensively assessed in every area of the Academy, including nursery and resource base if applicable, in light of COVID-19,</b>	1x4 = 4	<ul style="list-style-type: none"> <li>• Risk assessments are updated or undertaken before the Academy reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>◦ Different areas of the academy</li> <li>◦ When students enter and leave the Academy</li> <li>◦ During movement around the Academy</li> <li>◦ During break and lunch times</li> <li>◦ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> </ul> </li> </ul>	YES		1x4 = 4

