COVID-19 Risk Management Plan: Full Re-Opening of Schools

Site / school name:	Springfield Primary Academy
Name(s) of person(s) covered by this assessment:	▪ Staff ▪ Catering staff ▪ Cleaners ▪ Pupils
Tasks and activities covered by this risk assessment:	▪ General childcare / wrap-around care & education provision during COVID-19 including social-distancing and minimising contacts. ▪ Cleaning and sanitisation ▪ Food and catering services provision ▪ Property maintenance and statutory compliance ▪ General site occupancy and site movement ▪ Personal hygiene
Equipment and materials used:	▪ General class and teaching materials ▪ Cleaning materials and equipment ▪ Catering equipment
Location(s) covered by this risk assessment:	▪ All school premises

Name of person completing this risk assessment:	██████████████	Date of completion:	████████
Risk assessment approved by:	██████	Date of approval:	█████
Date risk assessment to be reviewed by:	Subject to new build start date	Risk assessment no:	█

Record of Risk Assessment Reviews

| Date of review: | 22.09.2020
02.01.2021
05.01.2021
13.01.2021
24.02.21 | Reviewed by: | ████████████
████████████
██████
████████████
████████████ | Comments / date of next review: | ▪ RMP to be reviewed in line with government guidance as required
▪ Addendum completed 02.01.2021, Birmingham LA checklist added 02.01.2021. Amendments are in red.
▪ 05.01.2021 Moving to critical worker and vulnerable only provision – amendments in BLUE
▪ 13.01.2021 appendix table January 2021 completed
▪ Reviewed in line with government guidance February 21 |

Risk Consideration Priority Matrix

	Risk consideration that if not managed has the potential for severe impact on a school, for which the Trust requires information on its management controls to be detailed as part of the school risk management review.
	Risk considerations that, if not managed, may have some impact on the school and should form part of the school risk management review.
	Risk consideration that do not present a significant risk but could form part of the school risk management review.

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	Instructions for Using This Updated Template: This document is essentially an update to the original Risk Management Plan (RMP) Template issued in May 2020 and follows the issuing of Government Guidance on Full Re-Opening of Schools from September 2020. Please click **here** to view the full guidance. This new template essentially contains all of the sections found in the original version, however, and to take account of the new Government guidance: ➢ Sections highlighted in yellow will need to be reviewed / updated as necessary by the schools in light of the new Government guidance - please note that there will be some resultant changes to wording / content of the Risk Consideration descriptor in relation to these yellow sections. ➢ Sections that are "greyed-out" are, in principle, unaffected by the new Government guidance and the management arrangements / actions / methodology identified in your previous RMP will remain generally appropriate, however, you must still consider their adequacy going forward for the purposes of this updated RMP in the event that those arrangements need revising or upscaling to account for the increased school population on full re-opening. Some updating may also be required to take account based on experience and "lessons learned" since partial re-opening in June ➢ An Appendix (red section) has been incorporated at the end of this document in order to capture brand new issues presented by the new Government Guidance that schools must consider and address with satisfactory management arrangements, further actions and a RAG-Rating. – remember that the requirement is for sensible and proportionate control measures which follow the health & safety hierarchy of control to reduce the risk to the <u>lowest reasonably practicable level given a schools particular and individual circumstances.</u> ➢ Please read through the whole of this template including the new Appendix section prior to completing your updated RMP - any questions, please contact Estates.			
Social-Distancing & Minimising Contacts	*Description of the prioritised areas of risk and issues identified by the Trust as requiring consideration as part of this Risk Management Process - example below:*	*Please identify and describe how each risk consideration factor has been reviewed, rationalised and applied (or achieved differently / improved upon) at school level and what management arrangements have been put in place.*	*Identify and describe any additional actions or management arrangements that will need putting in place, over and above those already implemented, in order to ensure that risks are mitigated and managed effectively.*	*Identify any residual risks and issues that require further action and / or support and apply a RAG rating colour as per the matrix at the end of this document.*
	Schools should review the allocation of space available for education activities in order to minimise the number of contacts that a pupil has during the school day and to maximise social distancing between those in school as much as is reasonably possible. Please confirm	▪ Bubbles are a year group and share the same arrival, dismissal, break and lunch times. Where year groups are using a shared space eg dining hall there is a		

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	general arrangements for grouping children together ("bubbles" - e.g. by class or year group); avoiding contact between separate bubbles and maximising social-distancing within bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.	minimum 2m distance between bubbles. ▪ Extra-curricular provision will be in year groups ▪ Phonic lessons will be delivered in year groups ▪ SEND language groups delivered in year groups		
	Class layouts will need to be adapted (possibly pupils forward-facing / side by side) and placed in such a way to reduce pinch points, ensuring that free movement is possible and to maximise social-distancing. Ideally, adults should maintain a 2m distance from each other, and from children. Close face to face contact should be avoided and time spent within 1 metre of anyone should be minimised.	▪ Furniture in classrooms reviewed and unnecessary furniture has been removed ▪ All desks forward facing ▪ Front row of children's desks is 2m from front of classroom ▪ All adults directed to remain 2m away from each other ▪		
	Lock off any rooms / facilities not required and / or not in use - clean and "mothball" any areas identified as not being needed for extended periods of time. This will reduce potential contamination.	▪ All classrooms and learning spaces will be in use ▪ Intervention spaces to be cleaned between different groups – where possible only used by one bubble in a day ▪	▪	▪
	Consider school parking arrangement to reduce congestion. Priority must be given to disabled users and those identified as having health related issues. Provide relevant guidance to parents on drop-off and pick-up arrangements.	▪ Limited parking in local streets ▪ No school car park available ▪ Parents provided with clear communication on drop-off and pick-up arrangements ▪ Staff parking in local secondary school car park due to new build project	▪	▪
	Implement people-management at key times of the day to maintain social-distancing and to minimise contacts such as at pupil drop-off, break times, lunchtime and pupil pick-up.	▪ Staff break times as per year group staggers – only staff from year groups on break will be in communal areas such as staffroom	▪	▪

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		▪ Children entering and leaving from four gates/doors over two staggers ▪ Family drop-off and collection organised in a socially distanced way ▪ Information communicated to parents and staff ▪		
	Ensure that the responsibility for and management of any facilities shared with third-parties is clearly agreed and defined as is the interface with any third-parties in the shared use of those facilities in order to maintain effective social-distancing and minimise contacts.	▪ Cleaning contractor risk assessment completed and shared with school ▪ Catering contractor risk assessment completed and shared with school ▪ PPA providers supported to understand school COVID arrangements ▪ Contractors without a risk assessment sign a school risk assessment	▪	
	Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.	▪ Initial arrangements letter sent to parents ▪ Updates communicated clearly by letter, text and email and website ▪ Parent zoom sharing reopening arrangements	▪	
	Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary).	▪ Railings outside school have clear 2m markers ▪ Markings on ground to support social distancing during end of day collection from Stratford Road gate ▪ Arrows on playground floor indicate one-way system for years 5, 6 and family collections		

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		▪ Communication re social distancing sent via text, email and newsletter regularly ▪ Staff on doors and gates ensure children are being collected as safely as possible		
	It is expected that all staff will be at work (i.e. in school) w.e.f. the start of the new academic year (or 1st August 2020 as applicable) including those that are deemed clinically vulnerable, extremely clinically vulnerable, those with underlying health conditions and / or those who may otherwise be at increased risk from COVID-19. Please contact HR with regard to any specific questions concerning staff in these categories.	▪ All staff able to be at work attend ▪	▪ Maintain up to date information on staff who are shielding	▪
	Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).	▪ Signs outside all entrance/exit points	▪	▪
	Limit parent vehicular access to car parks to essential car-users only - this will require active management at drop-off and pick-up times and potential pre-arrangements to be made - implications for the impact on local residents resultant from increased on-street parking should be considered on an individual school basis.	▪ No car park facility – new build. ▪ Majority of pupils live in immediate community and walk to school.	▪	▪
	Staff engaged in managing pupil access and egress from main site entrance and exit gates could, if deemed necessary and appropriate, verbally engage with adults to support social-distancing requirements and prevent unnecessary access.	▪ No parents enter the site in the mornings ▪ Parents wait in allocated areas for dismissal ▪ Parents wishing to speak to a teacher advised to email/call the office and request a call back from class teacher ▪ Preference for parents to email/call rather than visit school	▪	▪

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	office to be a standing newsletter item		
Where possible, designate communal facilities such as toilets, cloakrooms and cycle racks to nearby discrete groups to reduce unnecessary pupil movement within school and assist social-distancing and minimise contacts - portable coat racks and cycle racks could be relocated.	▪ Coat hooks are inside classrooms ▪ Limited toilets – KS1 and KS2 additional cleaning ▪ Cleaning materials in adult toilets and adults aware of the need to clean after use	▪	
Where possible designate one primary entrance to the school site and one, separate, primary exit - where this is not possible; entrance to and exit from sites at drop-off and pick-up times should be managed and supervised to maintain social-distancing and minimise contacts.	▪ Four entrances/exits used with members of SLT & pastoral team supporting arrival/dismissal of pupils ▪ Designated entrance/exit for children arriving and being collected late Springfield Road gate for arrivals up to 9.15am, main office for all other late arrivals and collections ▪ Parents informed via initial communication and updates by letter and text	▪	▪
Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.	▪ One-way system clearly signposted ▪ 'Corridors' painted on playground floor to support outdoor one-way system	▪	
Designate one primary entrance to each building (and one, separate, primary exit).	▪ One building – N/A	▪	
Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	▪ One building – one-way system in use where possible ▪ Arrivals and dismissal timetabled to prevent cross over of groups needing to use the same route ▪ Markings on floors, to support direction of movement		

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		▪ Site maps produced showing where one-way system is not possible ▪ Where one-way system not possible clear markings support walking on the left		
	All pupil movement (individual or groups) within the school site and buildings to be supervised and managed. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.	▪ Where two members of staff in a class, one would accompany children to the bathroom if needed – SEND, behaviour, development needs ▪ Lunchtime and break time staggers with increased staffing to manage pupil movement ▪ Where two bubbles in dining hall at the same time there is a clear 2m distance (1 instance) ▪	▪	
	Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contacts with others - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks).	▪ When eating lunch children to remain in hall/classroom for full 30 mins slot ▪ Additional staffing at lunchtimes ▪ Children taught about safe movement around the building and the need to socially distance from adults ▪ Children supported to wash/sanitise hands on entering a new room/area of school ▪	▪	
	Ensure that doors in areas that need control measures and / or are part of amended routes have adequate and working locks - key holders for such doors, particularly primary entrances and exits, must be appointed with at least two key holders always on-site at any one time.	▪ ██████████████ are key holders. HoS has master key to external doors		
	Limit use of passenger lifts to essential users and only one at a time.	▪ N/A – no passenger lift	▪	▪

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	Schools that cannot implement a one-way system, particularly inside buildings should implement what amounts to a "give-way system" with provision of safe areas to wait in order to maintain social-distancing and minimise contacts.	▪ Marker tape arrows on floors ▪ Split corridors marked out and arrows indicating the need to walk on the left in the few areas where one-way is not possible ▪ Staggered times throughout the day prevent the need for ~~any~~ crossover	▪	▪
	Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.	▪ All areas in use	▪	▪
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.	Initial parent communication and all updates request one adult only when dropping/collecting children from school	▪	▪
	Extend and phase / stagger start / end times and the time windows for pupil drop-off and pick-up; stagger breaks times / lunchtimes all to facilitate ease of management of pupil movement, social-distancing and minimising of contacts. This is likely to mean significant restructuring to the school day and / or time extensions to both ends of the school day and not the implementation of rotas.	▪ Stagger timetable created including use of multiple entrances and exits ▪ Earlier start time and later finish time supports arrival and dismissal staggers	▪	▪
	Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.	▪ Nominated entrance/exit for late children ▪ Drop off and collection times communicated to parents ▪ Shorter gaps between staggers to support parents with children in multiple year groups ▪ Family drop-off at 8.30am and pick up at 3pm supports parents with 3+ children in school	▪	▪
	Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.	▪ SLT and pastoral team on gates in the mornings	▪ TAs to support SLT and pastoral on gates for the first	▪

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		▪ Parents not to enter the site in the morning ▪ Clearly communicated to parents ▪ Late arrivals use Springfield Road Gate ▪	2/3 days to ensure children remember routine of hand sanitising and mask removal	
	Pupil movement from site entrance to buildings, entrance into buildings and internal movement to classrooms should be adequately staffed / managed to facilitate efficiency and social-distancing and minimise contacts.	▪ SLT and pastoral teams on gates in the morning ▪ Additional staff on Stratford Road gate due to longer walk to the building than other entrances ▪ SLT to monitor/manage different entrances	▪	▪
	Consideration has been given to the timing and management of visitors, contractors and deliveries to main reception and / or in the wider school environment in terms of maintaining hygiene, social-distancing and minimise contacts in-line with guidance issued separately by Estates.	▪ Visitors enter via intercom gated access ▪ Continue to hold meetings virtually where possible ▪ Only pre-arranged visitors and emergencies permitted to enter ▪ All pre-arranged visitors are provided with a document detailing COVID risk management and incorporating risk assessment to be signed on arrival ▪ Only one adult permitted in reception at any one time ▪ Parents informed to contact school via email and telephone in the first instance	▪	
	equipment and fire equipment (such as extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.	▪ No new areas being used for teaching and activities ▪ FRA conducted by Nic Carstens 22.09.20 and evacuation plans approved ▪ Displaying appropriate signage around school ▪ New Evacuation maps created by site manager shared with staff	▪ Continue with termly fire drills as normal	

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Fire Safety		▪ Autumn term fire drill walkthrough to ensure all staff and pupils know new muster points and routes		
	All new starters must be aware of fire safety arrangements, and in the event of any alterations to fire safety arrangements this change must be relayed to all staff. Pupils returning must be inducted and told of any alteration that may impact on their safety.	▪ Fire packs with information on exit and assembly points available for each room ▪ Fire drill planned for each term ▪ Children have been informed of what to do in the event of a fire– walk through prior to autumn fire drill (required due to new build project arrangements)	▪	
	For staff that are to be appointed as a fire marshal must be provide suitable training (Flick and supported by site familiarisation). Schools and staff are to be aware that no compromises are to be made with fire safety and that the life safety of staff and pupils is a priority.	▪ ███████████████ have completed the fire safety module on Flick ▪ Fire marshals briefed on new evacuation procedures and sweep areas ▪ Radio controls distributed to fire marshals	▪	
	For staff or pupils that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social-distancing requirements may not be met, but life safety must be prioritised in the event of a fire. **NOTE:** *It is recommended that those staff for pupils needing physical assistance are consulted and agree. In the failure of agreement, they are to follow the governments self-isolation or shielding guidance. In the event of direct physical assistance, it must be understood that social-distancing is secondary to the life safety of occupants.*	▪ Currently no children with physical needs preventing them from exiting in the event of a fire	▪	▪

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Health & Medical Needs	The requirement to provide suitable, appropriately qualified first aid cover to all staff and pupils has been assessed with suitable first aid and / or paediatric first aid provided. Access to first aid facilities is maintained and the school suitable stocked with first aid sundries.	▪ EYFS lead and teaching assistants have paediatric 1st aid training in addition to pastoral manager and SEND TA ▪ Site manager and learning mentor have 1st aid at work ▪ All support staff (including office) have basic 1st aid certificates	▪ Site Manager and Learning Mentor booked onto update training March 2021	▪
	Staff or pupils with medical / intimate care needs have been assessed and relevant consents in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE when required (e.g. where 2m social-distancing cannot be maintained). Guidance from LA has been provided to manage pupils with intimate care needs.	▪ Medical list available on system in school ▪ Intimate care plans for children in place ▪ PPE available in school for addressing intimate care needs ▪ All pupil medicines in school checked as in date, message to parents at the beginning of term to inform them of the need to return any medication to school/update any medicines	▪ Create staff medical needs spreadsheet and risk assessments if required using information from updated risk assessments	▪
Security	Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.	▪ All classrooms have a small safe for staff ▪ Large amounts of cash not held onsite – cashless school ▪ Ipads locked away ▪ Normal security systems are adequate	▪	▪
	For areas of the school which are not fully staffed; consideration is given to the main entry and exit points to the school, with suitable arrangements in place to ensure the security of the school from unauthorised visitors.	▪ Controlled gated access via Nursery and main office ▪ Open gates/entrances are manned during arrival and departure times ▪ Gates to continue to remain locked during the day	▪	▪
Cl ea	The school has in place suitable cleaning program to take into account the increased	▪ Continue with additional cleaning hours	▪	▪

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	cleaning of commonly used items such as handles, counters, IT equipment etc.	▪ Thorough cleaning at the end of each day, hot spots to be cleaned throughout the day ▪ Staff reminder document shared with responsibilities for maintaining hygiene standards ▪ Children to have own stationary resources to prevent cross contamination ▪ Additional equipment used such as iPads to be cleaned after use ▪ Anti-bacterial spray and blue roll in every classroom and other areas commonly used – photocopiers, staff room etc		
	Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or pupils. Please refer to the Estates guidance on cleaning - **NOTE** that this guidance will be updated further when new information is released by the Government in late July 2020.	▪ Cleaning contractor provide uniform, gloves and face coverings/masks for cleaning staff ▪ Cleaning equipment locked in cleaner's cupboard ▪ All guidance shared with site manager and followed	▪	▪
	Cleaning is undertaken at a time where minimal disturbance is likely, reducing the risk to building occupants. Staggering of lunchtimes should take account of the need to clean dining hall surfaces between groups / bubbles.	▪ Cleaning takes place before/after school ▪ Hot spots are cleaned once pupils are in classrooms – door handles etc ▪ Lunchtime tables will be cleaned in between year group sittings ▪ Classrooms where children eat packed lunches tables to be cleaned before and after eating	▪	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		▪ Toilets and hotspots cleaned at lunchtimes ▪ Intervention rooms cleaned between use by different bubbles		
	The school has maintained good supply of soap and access to warm water for washing hands. Appropriate controls are in place to ensure the suitable and frequent sanitisation of pupil's hands on arrival / before going into classrooms, before changing rooms, following breaks, before / after meals, following the use of toilets etc.	▪ Hand sanitiser purchased in 5l bottles and used to refill bottles at hand sanitiser stations and in classrooms ▪ Cold water in classrooms so children washing hands also use hand gel ▪ Warm water in toilets with soap – adequate amounts in stock ▪ Signage around the school and in particular in bathrooms ▪ Handwashing reminders given/handwashing video shown to all children on return to school	▪	▪
Property	The school has ensured that relevant property statutory compliance checks have been completed and records updated on Parago. Daily, weekly and monthly checks have been reinstated and pre-opening checklist has been re-visited / completed prior to September re-opening.	▪ ██████████████ will continue normal duties - checks	▪	▪
	All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.	▪ ███████████ to liaise with estates team – all concerns would be recorded on daily, weekly, monthly check logs	▪	▪
Food Service	The school has reviewed its arrangement for food preparation, handling and serving and had implemented a safe system to ensure that adequate hygiene standards are maintained that that pupils are served food in a way that maintained good principals of social-distancing. Arrangements must be in place to ensure that school kitchens comply with Guidance for Food Businesses on Coronavirus.	▪ ████ in continuous discussions with contractor – city serve ▪ Kitchen staff wear appropriate PPE while preparing and serving food ▪ Kitchen staff maintain appropriate hygiene practices while preparing and serving food	▪	▪

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	Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed phasing of lunch and breaks to disperse peak demands on food service.	▪ Lunch times staggered by year groups ▪ EYFS, Y1, Y2 & Y4 to eat in the hall. All other classes to eat in classrooms ▪ Tables cleaned in between year group sittings ▪ Additional lunchtime hours	▪ Consider year 1 or 2 eating in classrooms to avoid mixing bubbles	
	Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.	▪ Continue with normal practice ▪ ▮▮▮▮▮▮▮▮ to meet with cook on 1st day back to ensure kitchen list is up to date/matches school list ▪ Teachers/support staff to be aware of allergies to support when children are selecting meals	▪	▪
APPENDIX: NEW RISK CONSIDERATIONS	Consideration has been given to the resumption (be it fully or built-up over time) of any breakfast and / or after-school provision (excluding non-contact sport) from the start of the Autumn term such consideration must take account how schools can make such provision work alongside their wider protective measures, e.g. keeping children within their bubbles or year groups where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.	▪ After school clubs to be for single year groups 2-6 ▪ Limit group sizes ▪ Clubs to have different dismissal points/times ▪ Staggered dismissals ▪ Individual club risk assessments to be completed. ▪	▪	▪
	Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised whilst still allowing for a break of a reasonable length during the day.	▪ Staffroom to be used with pupil staggered break and lunch timetables ▪ Signs on tables indicate one person per table ▪ Only one adult at a time in photocopier rooms	▪	▪
	Arrangements are in place to ensure good levels of ventilation throughout during the	▪ Windows in all classrooms to be opened by site team on opening up	▪	▪

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	school day whilst not compromising security or safeguarding.	▪ Doors to be kept open if windows cannot (cold weather/noise)		
	Consider how to clearly communicate and implement a process for removal and disposal of face coverings when pupils / staff who use them arrive at school.	▪ Lidded bins at each entrance that are emptied after pupil arrival ▪ Clear instruction signs ▪ Parents communication letter ▪ Staff to model how to put on and take off face coverings ▪ Reusable face coverings to be kept in sealed plastic bags when not being worn	▪	▪
	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with enough tissues and bins available in the school to support pupils and staff to follow this routine.	▪ Lidded bins (pedal operation) in each classroom separate to waste bin ▪ Signage around the building ▪ Children taught on what is to be placed in the different bins	▪	▪
	Arrangements are in place for staff and pupils to bring in their own frequently-used equipment (e.g. pens, pencils etc.) to avoid sharing. Alternatively, a consistent set of equipment allocated by the school to specific individuals should be considered.	▪ Pencil cases for each child with personal equipment in - ▪ Additional stationery ordered to allow staff to have individual equipment ▪ Staff not sharing crockery and utensils	▪	▪
	Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols **and** the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers.	▪ Test and Trace on staff noticeboard ▪ ███ to attend all training on reporting protocols/parago ▪ All protocol to be followed ▪ Included in parent communication ▪ Shared with staff during CPD ▪ LFD results shared with school via Forms	▪	▪
	Appropriate arrangements are in place for engaging with the Local Health Protection Team in the event of a confirmed case of COVID-19 as identified by NHS Test and Trace or beyond in the case of a potential wider outbreak.	▪ Information on GIAS up to date ▪ LA have contact details ▪ ████████ to have details of local Public Health England/Birmingham flow charts for the event of a positive case	▪	▪

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.	▪ Kits delivered to school in September to be distributed as required ▪ Parents to be allowed to conduct test on site if required ▪ To be used with families who will struggle/are unable to go for NHS site test	▪	▪
	In the case of a COVID-19-symptomatic child awaiting collection; provide, if possible, a suitable room where they can be isolated behind a closed door, depending on the age / needs of the child with, if required, appropriate adult supervision (wearing appropriate PPE). Ideally, a window should be opened for ventilation. If this is not possible then establish an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate facility if possible. The facility used must be thoroughly cleaned and disinfected before use by anyone else.	▪ Meeting Room to be used as isolation room ▪ ███████████ to have PPE kit for the event of needing to support a child in isolation	▪	▪
	Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g: • Transport groups reflect school groupings. • Organised queuing. • Hand sanitiser on boarding / disembarking. • Cleaning of vehicles. • Social-distancing within vehicles.	▪	▪	▪
	Consider the relevance of and necessity to support local initiatives to depress the demand on public transport and increase systemic capacity by encouraging walking to school, implementation of "Walking Buses" etc.	▪ Parent communication to share Travel West Midlands website – COVID arrangements ▪ Children surveyed to determine how many use public transport ▪ Soft start to be offered to families using public transport	▪	▪

06-7-2020

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		▪ Less than 20 children travel to school by bus		
	In EYFS settings, suitably qualified staff to child ratios are in place that meet regulatory requirements and ensure that the quality of care, safety and security of children is maintained - this provision must also include, where necessary, a suitable separate "baby room" or suitable partitioned-off area.	▪ One teacher plus teaching assistant to each group ▪ EYFS teaching assistants received paediatric 1st aid training in September	▪	

Other Risks / Issues for School Leaders to Address:			
List identified issues e.g. local community, organisational issues etc.	▪ Building project started 28th September – regular meetings supported by trust ensure any new risk is constantly monitored and mitigated ▪ New build project management staggers, use of entrances/exits and other implications ▪ Additional risk assessments are in place for the school admin office and EYFS	▪	▪

Overall Risk / RAG Rating Matrix

Likelihood	Description	Score
Low	No significant risk or low risk item that are well managed with no impact on school opening.	1
Medium	Some minor risk issues identified but management process in place within the school or trust to manage them.	2
High	Significant risk items identified that require rectification, or risk items beyond the school capability to manage.	3

Appendix 1 – New Risk Considerations January 2021

APPENDIX: NEW RISK CONSIDERATIONS - 15TH JAN' 2021			
Risk Consideration	**School Management Arrangements**	**Further Actions Needed**	**Risks, Issues & RAG Rating**
Instructions for Using This Appendix: ➢ Firstly, undertake a review of your current Risk Management Plan (this should have been done as a matter of course on a monthly basis from September 2020; weekly going forward from January 2021) to ensure its adequacy going forward in the event that management arrangements need revising or updating and to take account of experience and "lessons learned" since September. ➢ This Appendix is designed to be an addendum to the Risk Management Plans completed in July 2020 for full re-opening of schools in September 2020 – it captures brand new issues presented by the **latest Government Guidance issued on 30th December 2020 and on 7th January 2021.** ➢ Accordingly, this appendix **replaces** the recently issued one entitled "NEW RISK CONSIDERATIONS FOR JANUARY 2021" ➢ Consider and complete the risk sections below with satisfactory management arrangements, further actions and a RAG-Rating - remember that the requirement is for sensible and proportionate control measures which follow the health & safety hierarchy of control to reduce the risk to the lowest reasonably practicable level given a schools particular and individual circumstances. ➢ Note that sections that are "greyed out" have not changed in this new iteration and can be copied / pasted across from the appendix entitled "NEW RISK CONSIDERATIONS FOR JANUARY 2021." Sections highlighted in yellow have changed somewhat in light of the latest Government guidance - schools will need to review / update these sections appropriately. ➢ Copy and paste this completed 9th January Appendix to the end of your current / reviewed Risk Management Plan. ➢ Delete the appendix entitled "NEW RISK CONSIDERATIONS FOR JANUARY 2021." ➢ Any questions; please contact Estates.			
~~Notwithstanding arrangements identified above for managing social distancing and minimising contacts for full opening; until February half-term the school is to cap pupil numbers based on the Maximum Occupancy Figure calculated by Estates in May 2020. This figure must then be reviewed (if necessary and downwards) based on a robust, school-specific assessment that takes account of factors including:~~ ~~Full opening of nursery provision (wef 18-1-2021).~~ ~~Face-to-face provision for vulnerable children as priority 1.~~ ~~Face-to-face provision for critical worker children as priority 2.~~ ~~Remote learning for all other pupils.~~ ~~Availability of staff for face-to-face delivery.~~	·	·	·

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	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
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	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating

	- Availability of staff for remote learning.
	 - Staff who are absent / shielding.
	 - Timetabling and adjustments to the school day (including rotas where necessary / appropriate).
	 - Resourcing for SEND provision including normal educational and care support for pupils with complex needs and / or who need close contact care.
	 - Safeguarding requirements / limitations.
	 - Social distancing and minimising contacts (individuals and groups).
	 - Space availability and utilisation.
	 - Wraparound care provision.
	 - Bubble groups that are, as far as possible:
	    o Manageable
	    o Effective
	    o Small (as possible)
	    o Consistent
	    o Exclusive from other groups
	    o Safe
	    o Aimed at not exceeding individual room occupancy capacities / figures (May 2020).
	 - HS&W requirements of staff and pupils generally and in the context of COVID-19.
	 - Provision for regular review / update weekly and / or as circumstances change.			

	Over and above the risks assessed in the section "Social-Distancing & Minimising Contacts" (see above); suitable arrangements are in place to enable clinically extremely vulnerable pupils to not be in school / can access remote learning.	- No CEV pupils	-	-

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Over and above the risks assessed in the section "Social-Distancing & Minimising Contacts" (see above); suitable arrangements are in place to enable clinically extremely vulnerable staff to not be in school / work from home. **NOTE:** *Clinically vulnerable staff can continue to attend school where it is not possible to work from home.*	▪ Clinically Extremely Vulnerable staff are working from home ▪ Clinically vulnerable staff all have any necessary measures on individual risk assessments	▪	▪
Pregnant women are considered 'clinically vulnerable' or in some cases 'clinically extremely vulnerable' to coronavirus. Ensure that suitable and sufficient individual risk assessments (under MHSW 1999) have been undertaken in relation to pregnant members of staff and which address the elevated risks posed by COVID-19. **NOTE:** *Pregnant women should not be required to continue working if this is not supported by the risk assessment.*	▪ Pregnant teacher in third trimester is not classed as CEV and has a pregnancy risk assessment detailing any additional measures required	▪	▪
In terms of COVID-prevention; provide confirmation that essential measures are in place for minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.	▪ Table showing when to isolate has been emailed to parents and staff ▪ Microsoft forms reporting system in place for COVID positive staff ▪ Children on site exhibiting symptoms will be taken to the isolation room until collected and parents will be advised to get a test or provided with a test kit ▪ System in place for parents to inform school of positive COVID tests for a child	▪ Further investigate symptomatic pupils on site who use public transport arrangements (will affect limited number of pupils – advice to be provided to adult collecting)	▪

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	What arrangements are in place (as recommended by the guidance) to record any close contact that takes places between children and staff in different groups?	▪ Staff in bubbles are consistent with no rotas. ▪ Bubbles do not mix ▪ Break and lunch timetable shows any additional staff supporting bubbles for break and lunchtimes	▪	▪
	In schools where social distancing between staff and / or visitors is not possible in indoor areas outside of classrooms; consider the discretionary requirement to ask staff and / or visitors to wear (or agree to them wearing) face coverings in these locations.	▪ Agreement in place for staff who are able to wear face coverings outside of classrooms ▪ All staff wear face coverings at dismissal times and those on gate duty before and after school ▪ Clear face coverings have been purchased for all staff ▪ Disposable face coverings provided to all staff ▪ Sealable plastic bags provided to all staff and will be available for visitors ▪ All visitors to site receive a risk assessment and agreement prior to coming on site – this includes the wearing of a face covering outside of their meeting room ▪ Parents have been asked to wear face coverings when dropping and collecting children ▪ Staff reminded of need to sanitise hands during the process of putting on and taking off face coverings	▪	▪
	Provide confirmation that arrangements for managing the use and disposal of face coverings (as referenced elsewhere in the RMP) also include provision for individuals with face covering exemptions.	▪ Lidded bins with black bags at entrance to building ▪ Staff encouraged to wear reusable face coverings and provided with a reusable transparent face mask	▪	▪

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	▪ Wearing masks is not compulsory so no arrangements required for those with exemptions		
PE lessons are prioritised around the use of outdoor spaces. Where this is not possible; large indoor spaces should be used maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. **NOTE:** *In planning their arrangements, schools should refer to and take account of the following guidance:* ▪ Grassroots Sports Guidance ▪ Guidance for Providers of Sports Facilities ▪ Sport England - Coronavirus ▪ Association for Physical Education - Coronavirus ▪ Youth Sport Trust - Coronavirus ▪ Returning to Pools - Guidance ▪ Using Changing Rooms Safely	▪ Physical activity sessions delivered outside where possible ▪ Each year group has own box of outdoor play equipment ▪ Where sessions need to take place indoors only year group resources and mats to be used and cleaned in between bubbles	▪	▪
In terms of Music, Dance & Drama (including Music teaching in groups and individual 1-2-1's); provide confirmation of the arrangements in place to maintain social-distancing and minimise transmission of COVID-19. **NOTE:** *Following of and implementing the practically prescriptive DfE guidance on this point will be sufficient.*	▪ Music lessons delivered by Birmingham Music services to resume after Easter	▪	▪
Provide confirmation that Fire Safety Systems / procedures are fully operational, tested and recorded in Parago, such as: ▪ Alarm systems	▪ See Parago Compliance Module.	▪	▪

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▪ Fire doors ▪ Emergency lighting ▪ Fire drills (socially-distanced)			

Record of Weekly Risk Management Plan Reviews					
Review Date:	22.01.21	Reviewed by:	███████	Comments / Notes:	▪
Review Date:	29.01.21	Reviewed by:	███████	Comments / Notes:	▪ ████████ to review bubble sizes and staff prior to next week's review
Review Date:	05.02.21	Reviewed by:	███████	Comments / Notes:	▪ As numbers of children on site increase ensure they are all reminded of systems in RMP.
Review Date:	12.02.21	Reviewed by:	███████	Comments / Notes:	▪
Review Date:	25.02.21	Reviewed by:	███████	Comments / Notes:	▪ Share with H&S reps and receive feedback
Review Date:		Reviewed by:		Comments / Notes:	▪
Review Date:		Reviewed by:		Comments / Notes:	▪
Review Date:		Reviewed by:		Comments / Notes:	▪
Review Date:		Reviewed by:		Comments / Notes:	▪
Review Date:		Reviewed by:		Comments / Notes:	▪