



## Covid 19 - Risk Assessment

### Queensbury School (B24 8BL)

- Special School 11- 19 Years of age



UPDATE: 22/07/2020

UPDATE: 02/09/2020

UPDATE: 06/10/2020

UPDATE: 06/11/2020

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**UPDATE: 14/03/2022**

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## RISK Assessment Tool (V8)

### Introduction

The government plan is for the full return of all pupils from March 2021 (updated in line with government guidance from February 2021): <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been refreshed from its previous iterations. Any hyperlinks will be identified by underlining.

Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. Specific changes include:

- use of face coverings in classrooms for secondary age pupils and staff
- mandatory attendance expectations in different school phases
- arrangements for testing of pupils and staff
- current expectations for clinically extremely vulnerable pupils and staff
- curriculum expectations
- elective home education
- exams

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

We recommend all school leaders and staff members to regularly review the latest information produced by Public Health: [https://www.birmingham.gov.uk/COVID-19\\_schools\\_faqs](https://www.birmingham.gov.uk/COVID-19_schools_faqs).

The latest checklist and flowchart can be found here for guidance on dealing with suspected or confirmed cases within staff or pupil cohorts, and their contacts: [https://www.birmingham.gov.uk/downloads/download/3527/public\\_health\\_flowchart\\_for\\_schools](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools)

This risk assessment checklist/tool is based on Government guidelines on COVID-19. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). [EYFS guidance](#) should be considered for Nursery Schools and Nursery Classes. Additional guidance for [Special Schools](#) (and specialist provision) should also be considered as appropriate.

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

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with the school's workforce. If possible, schools should consider publishing it on their

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website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). A risk assessment should be updated and revisited regularly.

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

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

**Severity (outcome)** - **determine** the potential injury/health.

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

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

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)			

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Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <b>www.gov.uk</b> for updates            Note from DfE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p><b>Full opening March 2021:</b> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><b>Early Years and Childcare:</b> <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><b>Special Schools:</b> <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings</a></p> <p><b>Out of School settings:</b> <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><b>Testing in primary and nursery schools:</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a></p> <p><b>Safe working in education and childcare:</b> <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></p> <p><b>Compilation of all guidance notes for schools:</b> <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></p> <p><b>Advice for parents:</b> <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p> <p><b>Advice for parents attending Out of School settings:</b> <a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><b>Ofsted guidance and update:</b> <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></p> <p><b>Providing meals to pupils:</b> <a href="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/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p> <p><b>School reports:</b> <a href="https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers">https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers</a></p>

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	<p><b>Safeguarding and remote learning:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><b>EYFS disapplication:</b> <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></p> <p><b>Keeping children safe in education for schools and staff:</b> <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><b>Shielding and guidance for CEV:</b> <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <p><b>Curriculum and teaching guidance:</b> <a href="https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19</a></p> <p><b>Remote learning support for schools and staff:</b> <a href="https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19</a></p> <p><b>Remote learning support for parents:</b> <a href="https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19</a></p> <p><b>Transport to schools:</b> <a href="https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020">https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020</a></p> <p><b>General travel guidance:</b> <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p> <p><b>Recording attendance:</b> <a href="https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year">https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year</a></p>
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## RISK Assessment Tool (V8)

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<b>Governance and other resources</b>	<p>Link to Public Health flowchart in case of coronavirus symptoms within pupils or staff: <a href="https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools">https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools</a></p> <p>Safeguarding policy addendum: <a href="https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum">https://www.birmingham.gov.uk/downloads/file/16735/covid-19_safeguarding_policy_addendum</a></p> <p><b>Useful contacts in BCC:</b></p> <ul style="list-style-type: none"><li>• If subscribing schools have questions / queries about governance, contact School and Governor Support (S&amp;GS) at <a href="mailto:governors@birmingham.gov.uk">governors@birmingham.gov.uk</a></li><li>• Nursery Schools and Nursery Classes should contact the Early Years' Service for EYFS queries via email: <a href="mailto:EYDuty@birmingham.gov.uk">EYDuty@birmingham.gov.uk</a></li><li>• Education Safeguarding questions please contact the Education Safeguarding Team via email: <a href="mailto:EducationSafeguarding@birmingham.gov.uk">EducationSafeguarding@birmingham.gov.uk</a></li></ul> <p><b>Other resources:</b></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/coronavirus/working-safely/index.htm">https://www.hse.gov.uk/coronavirus/working-safely/index.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> <p>RCPH COVID-19 - 'shielding' guidance for children and young people: <a href="https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield">https://www.rcpch.ac.uk/resources/covid-19-guidance-clinically-extremely-vulnerable-children-young-people#children-who-should-be-advised-to-shield</a></p>
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**14/03/2022**

Issue/Area to be addressed (Potential Hazard)	Current Control Measures Good Practice Control Measures Adopted	In place (Yes/No)	Further action/ Comments	Final Risk Rating
<b>Example:</b> <b>Slips, trips and falls</b> <i>There are smooth surfaces and tripping hazards around the school site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i>	<ul style="list-style-type: none"> <li><i>Cleaning regime in place.</i></li> <li><i>Correct safe substance used for surfaces.</i></li> <li><i>Signage available.</i></li> <li><i>Cleaners have received training.</i></li> <li><i>Introduce hazard reporting system and ensure that staff are aware of school H&amp;S Policy.</i></li> <li><i>Undertake specific risk assessment on snow and ice.</i></li> <li><i>Remove all trailing cables in admin office.</i></li> </ul>	Y	Review arrangements for new staff i.e ensure the H&S policy to shared /communicated	3x1=3 Low
<b>Version No.</b>	<b>Page – Edits</b> (page numbers may alter as later editions are made)			<b>Published</b>
1	<b>New Version Published</b>			01/03/2021

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 pupils returning and agree required staffing resource and approach and liaise with your LA on your plans</b>					
<b>Lack of certainty over returning numbers</b>	2x3 = 6	<ul style="list-style-type: none"> <li>Planning for full attendance of all year groups and complete the daily DfE attendance return.</li> <li>Good record keeping for attendance. Collaboration between schools where a child routinely attends more than one site or setting.</li> <li>Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 8<sup>th</sup> March start.</li> <li>Vulnerable, critical workers and year groups 10 – 13 are prioritised for onsite LFD testing.</li> <li>Arrangements are in place to carry out 3 tests (3 to 5 days apart) upon return to school.</li> </ul>	YES	<ul style="list-style-type: none"> <li>Welfare Team support for families</li> <li><a href="https://queensburysch.com/well-being/">https://queensburysch.com/well-being/</a></li> <li>Regular communication on Covid page of Web <a href="https://queensburysch.com/corona-virus/">https://queensburysch.com/corona-virus/</a></li> <li>Re-engagement Plans for any families that have not returned through our Mentors Staff team.</li> </ul>	2x1=1

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		<ul style="list-style-type: none"> <li>• Testing is voluntary and requires consent.</li> <li>• Sufficient access/supply is available to carry out the 3 tests at school for each pupil.</li> <li>• Home testing arrangements for pupils are understood and communicated to parents/carers (to commence bi-weekly after the 3 tests at school).</li> <li>• Children aged 11 attending a secondary school should be tested by an adult. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Pupils aged 18 and over should self-test and report the result, with assistance if needed.</li> <li>• Staff, pupils and families are clear on reporting arrangements following the outcome of the tests. Pupils should share their result, whether void, positive or negative, with their school to help with contact tracing. Pupils with positive tests will need to self-isolate.</li> <li>• Arrangements are in place for pupils testing positive in school to be isolated until they are collected from school by a member of their family or household (travel on public transport is not advised). In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school.</li> <li>• Good record keeping on testing within school and with PH.</li> <li>• Support for pupil/parent anxiety about return to school whilst enforcing mandatory attendance (testing is voluntary and requires consent).</li> <li>• Children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school and arrangements should be made to continue education at home. <u>A copy of letter has been issued and can be requested from parents.</u> Children who live with someone who is clinically</li> </ul>		<ul style="list-style-type: none"> <li>• Communicated with Parents via WEDUC, Letter and WEB.</li> <li>• LFD Student Testing in first week of return after a half term (Reviewed with COVID Team each half term)</li> <li>• As a special School and having vulnerable students we will continue to LFD test until levels of COVID are sufficiently lowered nationally and locally.</li> <li>• </li> <li>• Continue to take advice from DR Just Varney (West Midlands PHE)</li> </ul>	

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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
		<p>extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</p> <ul style="list-style-type: none"> <li>• Requests for support for vulnerable families sent through Early Help Hubs and individual pupil risk assessments carried out. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>• Parents who have opted to home educate their child should be encouraged to send their children to school, particularly those who are vulnerable. Relevant Services signposted.</li> <li>• Any specialist equipment required is returned to school site. Additional equipment is made available to support return if required.</li> <li>• Some pupils with SEND will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs staff will ensure this support is available at school. More information on pupils with education, health and care plans can be found in Section 8 of the <a href="#">guidance for special schools</a>.</li> <li>• Home to School transport in place where required.</li> <li>• Preparedness to implement Test and Trace is in place as set out by the latest guidance.</li> </ul>			
<p><b>Number of staff available is lower than that required to teach classes in school</b> (<i>cross reference with risk assessment on staff health and wellbeing</i>)</p>	<p>2x6=6</p>	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff (EY practitioners, DSL, SENCO, Paediatric 1<sup>st</sup> Aid (for under 2-year olds)/ 1<sup>st</sup> Aider or emergency 1<sup>st</sup> aid for children 3-5 years, domestic/kitchen staff etc.</li> <li>• CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed). Individual Risk Assessments created for those on site. Those working from home to support our blended learning (Remote Learning Teams)</li> <li>• Those living with someone who is CEV can still attend work</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>3x1=3</p>

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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
		<p>where home working is not possible.</p> <ul style="list-style-type: none"> <li>• Full use is made of those staff who are isolating but who are well enough to teach lessons remotely.</li> <li>• Consideration of staffing changes to cover absence in place.</li> <li>• A blended model of home learning and attendance at school is utilised until staffing levels improve.</li> <li>• Key Stage Bubbles will be in place for Breaks, Lunchtimes and Transport. Classes will remain in own class bubbles for the majority of the day to lower risk further.</li> <li>• 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing.</li> <li>• Staff including temporary/supply/peripatetic personnel can move across different classes and other year groups minimising contact and maintaining as much distance from other staff as possible.</li> <li>• The school is looking to minimise the numbers of temporary staff on site.</li> <li>• The school will ensure that appropriate support is made available for pupils with SEND through its class staff, wellbeing team and mentors.</li> <li>• Home testing for school staff is communicated in line with the latest guidance.</li> </ul>			
Special Schools	2x3=6	<ul style="list-style-type: none"> <li>• All pupils risk assessed. CEV Pupils identified.</li> <li>• On site and remote learning arrangements in place for each pupil. Any CEV student can attend lessons virtually via Zoom. Teachers are responsible for these arrangements.</li> <li>• NON CEV Students or Students living with CEV families, reengagement plan to identify vaccination of family members and appropriate phased entry.</li> <li>• Home to school transport mitigations in place.</li> <li>• Specialist equipment for time being will remain with families to ensure they have ability to support students and aid catch-up.</li> </ul>	YES	<ul style="list-style-type: none"> <li>•</li> </ul>	2x2=4

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**RISK Assessment Tool (V8)**

14/03/2022

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		<ul style="list-style-type: none"> <li>• 6 Students (We are checking these frequently with families to ensure they are in date)</li> <li>• 6 Students remain shielded at home.</li> <li>• Efforts continue to improve the attendance on site of vulnerable pupils and those from disadvantaged backgrounds, working with families and social workers.</li> <li>• Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary.</li> <li>• Speech and Language Support has been made available remotely</li> <li>• Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email.</li> <li>•</li> </ul>			
<b>Schools lose focus on continuing to apply in-year admissions process including admitting 'new' pupils</b>	2x3=6	<ul style="list-style-type: none"> <li>• Review in-year school admissions expectation with key admission staff.</li> <li>• Ensure key school contact and related resources in place.</li> <li>• Ensure 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 particularly those more vulnerable children. (added in v2)</li> <li>• 236 pupils risk assessed and discussed at regular SEND, ISEY or Fair Access panel. Any issues addressed through SLT and in discussion with families. LA support for individual or complex cases.</li> </ul>	YES	<ul style="list-style-type: none"> <li>• Regular Weekly Referral meeting with SLT</li> <li>• Students Risk Assessed</li> <li>• Vulnerable Children – Communication with School Nurse</li> </ul>	2x1=2
<b>2. Plan how the whole school will be accommodated and encourage attendance</b>					

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<p><b>Measures are not in place to accommodate mandatory attendance</b></p>	<p>3x3=9</p>	<ul style="list-style-type: none"> <li>Reduced contact between bubbles/groups continues to be reinforced. Students within Key Stage bubbles for transport and informal time periods. Class bubbles in place for majority of day.</li> <li>Adaptations to the classroom have been made to support distancing where possible.</li> <li>Pupils seating considered in classroom.</li> <li>Unnecessary furniture removed and out of the classroom to make more space.</li> <li>Engagement of appropriate services for families not engaging</li> <li>Curriculum leads in school meet regularly to review impact of plan.</li> <li></li> </ul>	<p>FOR 20/08/20</p>	<ul style="list-style-type: none"> <li>Temperature checks availability through thermal cameras.</li> <li>Temperature Trigger automatically emails SLT, Site and Cleaning teams</li> <li>Hand sanitizer stations in corridors</li> <li><a href="https://queensburysch.com/corona-virus/">https://queensburysch.com/corona-virus/</a></li> <li><b>FACE MASKS: Face Masks can be worn in communal spaces and when having to work less than 2m with a child / student (Voluntary) .</b></li> <li><b>PPE: PPE (Masks, Gloves Aprons) to be worn by staff if having to work less than 2m (Especially 1m) with students. PPE lockers are stocked. If these run low email <a href="mailto:fixit@queensbury.eiat.org.uk">fixit@queensbury.eiat.org.uk</a> and Stewart / his team will replenish (Voluntary) .</b></li> <li>Hand washing / Hygiene: Please factor in time into your lessons for Students to wash hands or use Alcohol gel. Stewart will be bringing additional hand gel for each class that is to remain on Teachers station / desk. Used as required.</li> </ul>	<p>2x2=4</p>
<p><b>Classroom and timetable arrangements do not allow for all pupils to attend in line with guidance</b></p>	<p>3x3=9</p>	<ul style="list-style-type: none"> <li>260 maximum number of children and staff that can be accommodated in school on any given day</li> <li>22 designated classrooms being fully utilised for each class group and reorganised.</li> <li>Typical class sizes of 12</li> <li>Range = 6 -15 Students</li> <li>Staff Maximum per class = 6</li> <li>Class size Maximum = 15</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>Timetable based on fixed classes (if required)</li> <li>Teachers to move to classes</li> <li>Staff advised to wear face masks in corridors and communal spaces (Voluntary). Face masks available in PPE lockers.</li> <li>Co2 Ventilation Monitoring in Meeting</li> </ul>	<p>3x1=3</p>

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		<ul style="list-style-type: none"> <li>Classrooms decluttered</li> <li>Reduced contact between groups.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Hand washing facilities identified for each learning zone.</li> <li>Arrangements (Remote &amp; work Packs) in place to support pupils when not at school with immediate access to remote learning at home, this includes where a pupil is unable to attend school because they are complying with clinical or public health advice.</li> <li>Agreed new timetables (On Website)</li> <li>Bubbles kept apart. Playground divided in 3 bubbles.</li> <li>Movement around the school kept to a minimum.</li> <li>Classrooms re-modelled and space maximised. Spare furniture that will not be used is removed.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Hand washing facilities identified for each learning zone</li> <li>Ventilation is increased (Windows opened in the morning and when classrooms not utilised). Staff aware to maintain comfortable temperature.</li> <li>Where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises (optional) .</li> <li>Face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</li> <li>As we are a SEND School we have a number of students who are exempt due to needs.</li> </ul>		<p>spaces</p> <ul style="list-style-type: none"> <li>Staff advised to waer</li> <li>Outdoor classroom to be constructed over summer holidays</li> <li>Staggered Lunchtimes x3 (KS)</li> <li>Staggered entry and exit</li> <li>KS3 = 105</li> <li>KS4 = 65</li> <li>KS5 =90</li> <li>Online Timetable <a href="https://queensbury.edupage.org/timetable/">https://queensbury.edupage.org/timetable/</a></li> <li>Assemblies: These will be postponed until after Easter.</li> <li>Briefing: Briefing notes will come via email. There will not be the requirement to come to the hall for briefing. If required, we will run virtual briefing on any future key aspects or developmental works.</li> <li>Meetings: Meetings are to run virtually for vast majority of meetings (EG: EHCP's). Some meetings may be face to face or at social distance if the needs require or context dictates. Other measures to be followed</li> <li>School Trips – Can operate but each venue under review for any local outbreaks</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Staggered break times and lunch times</li> <li>• Staggered start and finish times.</li> <li>• Schools should engage with their local immunisation providers to provide the usual immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. (Booked and in Place for March 21)</li> <li>• Participation in the Testing Programme for staff and secondary age pupils. March 8<sup>th</sup>, 11<sup>th</sup> and 15<sup>th</sup> 2021 in school.</li> <li>• Home testing kits and guidance administered to staff and agency staff.</li> <li>• Testing site to remain open for emergency testing.</li> </ul>			
<p><b>There is a need for additional space to allow for curriculum to be fully delivered</b></p>	2x2=4	<ul style="list-style-type: none"> <li>• Encourage use of outdoor space, weather dependent.</li> <li>• Identify available large spaces and appropriate timetabling e.g. dining areas, halls, studios, particularly in outdoor areas.</li> <li>• Large gatherings, assemblies or collective worship to be avoided with more than one group. Consideration over use of prayer rooms and alternative arrangements if the space is not deemed covid-safe.</li> <li>• Design layout and arrangements in place to enable social distancing</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene contact sports avoided. A separate Risk Assessment from any external provider operating on site is required and reviewed.</li> <li>• Performances with an audience should not be hosted. Virtual alternatives deployed if required.</li> </ul>	YES	<ul style="list-style-type: none"> <li>•</li> </ul>	2x1=2
<p><b>3. Content and timing of communications to parents and pupils including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils</b></p>					

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**14/03/2022**

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Parents and carers are not fully informed of the health and safety requirements for the reopening of the school	3x2=6	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils.</li> <li>Parent and pupil handbooks created reflecting changes to usual school policy</li> <li>Advice is made available to parents on arrangements testing for COVID-19</li> <li>Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</li> <li>NS/NC include arrangements for personal care e.g. nappy changing/feeding/sleep arrangements etc</li> <li>For pupils with EHCP, discuss RA with parents, and where appropriate, with pupils.</li> <li>Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion</li> <li>Support for pupil/parent anxiety about return to school and vulnerability to COVID-19</li> <li>Bring any support requests to weekly LA SEND Panel</li> <li>Requests for support for vulnerable families sent through Early Help Hubs</li> <li>LA support for individual or complex cases</li> </ul>	YES	<ul style="list-style-type: none"> <li>New communication platform WEDUC established <a href="https://queensburysch.com/weduc/">https://queensburysch.com/weduc/</a></li> <li>Letters published on WEB</li> <li>Social Media Platforms</li> <li><a href="https://queensburysch.com/letters/">https://queensburysch.com/letters/</a></li> <li>Welfare Teams to advise parents on COVID Testing arrangements</li> <li>Covid Section on WEB <a href="https://queensburysch.com/corona-virus/">https://queensburysch.com/corona-virus/</a></li> </ul>	3x1=3
Parents and carers may not fully understand their responsibilities should a child show symptoms	2x3= 6	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced regularly via various communication methods (e.g. email, text, website, verbal). Community languages are considered.</li> <li>Clear procedures and record keeping are in place where a child falls ill whilst at school, with reference to the school's infectious diseases policy</li> </ul>	YES	<ul style="list-style-type: none"> <li>Covid Page on School Website for Parents indicating latest information and messages from Dr Justin Varney (WM PHE)</li> <li><a href="https://queensburysch.com/corona-virus/">https://queensburysch.com/corona-virus/</a></li> <li>Testing at Queensbury School <a href="https://youtu.be/zOmv2QY13W0">https://youtu.be/zOmv2QY13W0</a></li> </ul>	2x2=4

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of COVID-19		<ul style="list-style-type: none"> <li>Ensure contact details of families are up to date.</li> </ul>		<ul style="list-style-type: none"> <li>Welfare Teams to help advise</li> <li>Clear advise and flow charts</li> <li>Suspected infection in school</li> <li>Transport Checking – Messages from home</li> </ul>	
Communications with parents/carers about expectations that must be followed to support pupils and keep the school community safe are not clear or in place	2x2=4	<ul style="list-style-type: none"> <li>LFD testing arrangements onsite and home, are communicated clearly to parents and carers.</li> <li>Where home testing is not possible, arrangements are in place for the testing to be carried out at school.</li> <li>Refer to school's hygiene policies. Uniforms do not need to be cleaned any more often than or differently to usual</li> <li>Clarity around attendance expectations and remote learning offer; when COVID-19 is a risk factor within the family</li> <li>Brokerage of access to <u>Forward Thinking Birmingham</u> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents.</li> <li><u>Family Connect</u> support explored if required.</li> </ul>	YES	<ul style="list-style-type: none"> <li>Testing at Queensbury School <a href="https://youtu.be/zOmv2QY13W0">https://youtu.be/zOmv2QY13W0</a></li> <li><a href="https://queensburysch.com/corona-virus/">https://queensburysch.com/corona-virus/</a></li> <li>Staff to maintain regular handwashing throughout day</li> <li>Conditioning of students</li> <li>School Rules</li> <li>Flexibility on uniform policy (Sport / PE Day)</li> <li>Policies <a href="https://queensburysch.com/policies/">https://queensburysch.com/policies/</a></li> </ul>	2x1=1
<b>4. 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>					
The start and end of the school day create risks of breaching social distancing guidelines	3x3=9	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised; where possible each year group to enter through its own access point.</li> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and pupils 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 and parents are</li> </ul>	YES	<ul style="list-style-type: none"> <li></li> </ul>	3x1=3

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		<p>informed that gathering at school gates needs to be minimised.</p> <ul style="list-style-type: none"> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> <li>A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session – particularly around issues of responding to young children who are showing signs of distress.</li> <li>DSLs should maintain a focus on vulnerable children, particularly if preparing for bubble isolation and should notify key workers (social workers, family support).</li> </ul>			
Daily attendance registers for new cohorts are not in place	2x2=4	<ul style="list-style-type: none"> <li>Teachers are responsible for completion of school daily attendance registers</li> <li>Admin office (J Keach) responsible for completion of DfE daily submission (if applicable)</li> <li>Regular reporting and monitoring of attendance to responsible body and followup with families factored into workload.</li> <li>There's separate guidance on recording attendance at <a href="#">addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</a></li> </ul>	YES	<ul style="list-style-type: none"> <li>Mentors to check daily attendance</li> </ul>	2x1=2
Staff may not fully understand their responsibilities if they or a child show symptoms of COVID-19	2x3=6	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>Clear procedures in place where a child falls ill whilst at school with reference to the school's infectious diseases policy and <a href="#">flowchart from Public Health</a></li> <li>Ensure contact details of families are up to date.</li> </ul>	YES	<ul style="list-style-type: none"> <li>Flow charts created to simplify for staff</li> <li>SLT support</li> <li>Policies Infection Control <a href="https://queensburysch.com/policies/">https://queensburysch.com/policies/</a></li> <li>Training (SEPT – RECAP)</li> <li>Briefing updates</li> </ul>	2x1=2

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Resumption of day Visits		<ul style="list-style-type: none"> <li>DfE advise against all educational visits currently. This advice will be kept under review. Continue to work with the Educational Visits Advisory Service.</li> <li>Any exceptional visit to have Risk assessment and Covid secure risk assessment from venue.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="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/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a>					
Pupils eligible for free school meals do not continue to receive vouchers	2x2=4	<ul style="list-style-type: none"> <li>FSM Voucher scheme is continued</li> <li>Issues with food poverty to be addressed through application to Early Help Hubs</li> </ul>	YES	<ul style="list-style-type: none"> <li>Wonde System available as contingency</li> <li>Families contacted by WEDUC</li> </ul>	2x1=2
The school is unable to provide breakfast clubs, lunch clubs and after-school clubs	2x2=4	<ul style="list-style-type: none"> <li>Feasibility on continuation or reimplementation of wrap-around provision. Seeking wraparound services from other providers such as PVIs and Childminders.</li> <li>Children to be grouped with the same children each time wherever possible (in groups of 15 children max) and at least one staff member, depending on the type of provision or size of the group. If it is not possible to maintain bubbles being used during the school day then schools should use consistent groups.</li> <li>Maintain up-to-date records of the children attending for at least 21 days, including the schools or early years setting that they attend and the specific groups and members of staff they have been assigned to in your setting in order to review groups.</li> <li>Offer services on rotational basis.</li> <li>Consideration of use of space for food preparation and consumption</li> <li>Communicate decisions to parents</li> </ul>	YES	<ul style="list-style-type: none"> <li>Free Bagel, Toast , Pastry per student collected by staff from class via Breakfast Club</li> <li>S Wolverson to manage</li> </ul>	2x1=2

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		<ul style="list-style-type: none"> <li>Collaborate with other schools where there are arrangements in place</li> <li>Seek support from LA and other voluntary agencies</li> </ul>			
<b>Meals are not available for all children in school</b>	3x2=6	<ul style="list-style-type: none"> <li>Communication with catering provider to consider options</li> <li>Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>Safe food preparation space, taking account of social distancing</li> <li>Stagger lunchtimes to align with staggered start and finish times.</li> <li>Limit lunch menus to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>Alternative arrangements in place for provision of school meals</li> <li>Usual considerations in place for dietary requirements.</li> <li>2 x weekly testing</li> </ul>	YES	<ul style="list-style-type: none"> <li>Serving staff can wear Surgical Masks (When required)</li> <li>Contact City Serve – Own guidance</li> <li>School PPE as backup</li> </ul>	1x2=2
<b>6. 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> <b>Consider alongside:</b> <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
<b>School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for</b>	3x2=6	<ul style="list-style-type: none"> <li>Safeguarding remains highest priority and policy is updated to reflect changes</li> <li>All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school or considered clinically extremely vulnerable.</li> <li>All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details)</li> <li>School to consider any changes to day to day health and safety policies including changes to evacuation arrangements</li> </ul>	YES	<ul style="list-style-type: none"> <li>Training Tuesday 2nd September 2021</li> <li>KCSIE 2021 reviewed</li> <li>Safeguarding Training Test completed by all staff</li> <li>Policy appendices updated</li> <li>Check for Sept update</li> <li><a href="https://queensburysch.com/policies/">https://queensburysch.com/policies/</a></li> </ul>	2x2=4

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<b>COVID-19</b>		depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements <ul style="list-style-type: none"> <li>• Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency</li> <li>• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. Link added in v3. A new safeguarding model needs to be adopted from September 2020.</li> </ul>			
<b>High risk of increased disclosures from returning pupils</b>	3x2=6	<ul style="list-style-type: none"> <li>• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils</li> <li>• Contact is maintained with families where there are vulnerable pupils that are not attending school due to isolation or following GP / Medical advice</li> <li>• Multi-agency arrangements in place to support early help</li> <li>• School is aware of support through Early Help Hubs</li> <li>• Advice is available through CASS, BCC Safeguarding and BCC Prevent Team</li> </ul>	YES	<ul style="list-style-type: none"> <li>• Mentor Team has been factored into provision to be operating onsite each day.</li> <li>• Mentors have PPE for proximity working</li> <li>• CO2 Ventilation Monitoring</li> </ul>	2x2=4
<b>Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school</b>	2x3=6	<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 have occurred in children's lives since they have been away from school.</li> <li>• Staff have access to a range of support services and feel well prepared to support pupils with issues that are impacting on their health and wellbeing. This is differentiated for pupils attending school and those still at home.</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>	YES	<ul style="list-style-type: none"> <li>• Strong support from June Richards EP. Support offered and taken up by some staff.</li> <li>• Staff in school have some training and expertise.</li> <li>• Strong cohesion with staff mindful of other staff</li> </ul>	2x1=2

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<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
<b>Pupils' behaviour on return to school does not comply with social distancing guidance</b>	2x3=6	<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>• Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice</li> <li>• Staff model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured and closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> </ul>	YES	<ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Makaton Friendly Signage</li> <li>• Informal Break and Lunchtimes to be appropriately supervised.</li> <li>• Laminated classroom rules on desks</li> <li>• PSHE</li> </ul>	2x2=4
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened</b>	4x2=8	<ul style="list-style-type: none"> <li>• Gaps in learning and starting points are addressed in teachers' planning and assessed. Focus on communication and language, personal, social and emotional development (PSED) and physical development for nursery pupils and language, reading and mathematics for primary pupils and sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education for secondary aged.</li> </ul>	YES	<ul style="list-style-type: none"> <li>• Baseline and Intervention Assessments in September</li> <li>• Teacher identify Gaps</li> <li>• Quality of Education lead to investigate tutoring options</li> <li>• Home learning established and monitored digitally</li> <li>• Audit of home device access and usage</li> </ul>	2x2=4

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		<ul style="list-style-type: none"> <li>• Focus on child's wellbeing after lockdown.</li> <li>• Testing Days Themed focus Learning in forms: 8<sup>th</sup> March = Wellbeing, 11<sup>th</sup> March = careers &amp; 15<sup>th</sup> March = STEM focus.</li> <li>• For pupils in year 7, it may be necessary to address gaps in English and math from the key stage 2 curriculum.</li> <li>• Home (and remote learning) is continuing and is calibrated to complement in-school learning and day to day delivery. Consider digital poverty.</li> <li>• Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances through discussion with parents.</li> <li>• GCSE and A level exams will not take place but will be teacher assessed and grades submitted by June 2018. Latest guidance yet to be released.</li> <li>• Up to and including Key Stage 3, prioritisation within subjects of the most important components above removing subjects e.g. consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</li> <li>• Lower cognition groups to focus on IEP and EHCP Targets.</li> <li>• EHCP Targets to be focus for all SEND students.</li> <li>• For pupils in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics.</li> <li>• Most pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects.</li> <li>• Pupils in years 12 and 13 are more likely to undertake self-directed study, but you may still need to ensure they receive additional support.</li> <li>• Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils is now compulsory, with teaching expected to start by the start of the summer term 2021.</li> </ul>		<ul style="list-style-type: none"> <li>• Equipment available for some and loaned on home school agreement.</li> <li>• Equipment to remain with families incase of any bubble closures for time being.</li> <li>• Zoom streamed lessons available if CEV.</li> <li>• Purple Mash Platform <a href="https://queensburysch.com/online-learning-links/">https://queensburysch.com/online-learning-links/</a></li> </ul>	

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		<ul style="list-style-type: none"> <li>Additional financial support has been made available to schools through the catch-up premium to address gaps in learning. Consider additional support and advice from the <a href="#">Education Endowment Foundation</a>.</li> <li>Exam syllabi are covered and revised where appropriate.</li> <li>Plans for intervention are in place for those pupils who have fallen behind in their learning, shielding or isolating and are supported through home learning.</li> <li>School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school.</li> <li>Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble.</li> </ul>			
<b>School unable to meet full provision required in line with EHCP</b>	3x2=6	<ul style="list-style-type: none"> <li>Review individual pupil's EHCP to consider what can reasonably be provided whilst in school</li> <li>Supporting the delivery of each EHC plan.</li> <li>Work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis.</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed with parents and, where appropriate, pupils to include the interim arrangements under the recovery plan. Note the duty to secure and deliver the provision in the EHCP remains and will only be modified, potentially, where a local outbreak occurs.</li> <li>Access support through health and social care offer.</li> <li>Support offered through regular meetings with LA SEND Links and Early Years Inclusion Support Service.</li> </ul>	YES	<ul style="list-style-type: none"> <li>All EHCP reviews up to date</li> <li>Teachers structured home learning support on IEPS</li> <li>Speech and Language additional service purchased to support 2021-2022</li> <li>EHCP Meetings – Virtual Options through Zoom / Teams and Conference calling.</li> <li>Meetings will be virtual unless individual context demands a face to face meeting</li> </ul>	2x2=4
<b>Operational needs of school create insufficient resource to</b>	3x2=6	<ul style="list-style-type: none"> <li>Access BEP offer for online resources</li> <li>NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils</li> </ul>	YES	<ul style="list-style-type: none"> <li>91% of families have access to internet</li> <li>9 % Provided with paper based alternative</li> </ul>	2x1=2

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support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school		<ul style="list-style-type: none"> <li>who can't attend school</li> <li>Review online offer for pupils that are unable to attend school</li> <li>Learning offer for pupils unable to access online resources</li> <li>Access Early Help Hub support for those pupils affected by ICT poverty</li> <li>Differentiate offer for eligible children that can't attend school to support future transition</li> </ul>		<ul style="list-style-type: none"> <li>Devices in homes to be reviewed and increase schools capabilities to loan equipment.</li> <li>Tablets loaned to vulnerable families</li> </ul>	
Pupils moving on to the next phase in their education are ill-prepared for transition	3x2=6	<ul style="list-style-type: none"> <li>A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils' transition.</li> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>	YES	<ul style="list-style-type: none"> <li>Transition support available from staff</li> <li>Transition Headteacher group set up to streamline plans</li> <li>Virtual Tour of school</li> <li>Transition Packs</li> <li>Work related advisor appointed</li> </ul> <p><a href="https://queensburysch.com/transition-2/">https://queensburysch.com/transition-2/</a></p>	2x1=2
<b>9. Content and timing of staff communications including bringing in staff in advance of pupils returning</b>					
Staffing levels can't be maintained	3x3=9	<ul style="list-style-type: none"> <li>Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff</li> <li>Advice sought from LA to support staffing levels or support eligible children to access provision through another school</li> <li>Chair of responsible body kept informed throughout</li> </ul>	YES	<ul style="list-style-type: none"> <li>Fully staffed for September and employed additional staff to offer some contingency.</li> <li>Part Time staff offering flexibility to cover if we have staffing difficulties</li> <li>Reduced / no Agency cover</li> <li>Employed 2 x Instructors</li> <li>Contingency – Close Timetable to fixed class base teaching if staff levels go above 20% absence</li> </ul>	3x1=9

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Identify staff unable to return to school	3x4=12	<ul style="list-style-type: none"> <li>6 staff clinically extremely vulnerable</li> <li>5 staff shielding</li> <li>1 staff member individual risk assessment to work within school in 'tight small bubble' (Been Vaccinated)</li> </ul>	YES	<ul style="list-style-type: none"> <li>Advice taken from Public Health England</li> <li>All staff Rag rated</li> <li>BAME, Gender, Age, Medical Conditions all taken into account</li> <li>Advice followed from Dr Justin Varney BCC PHE</li> </ul>	1x4=4
Staff are insufficiently briefed on expectations	2x1=2	<ul style="list-style-type: none"> <li>Staff receive weekly briefings on day to day school matters</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. Information about the <a href="#">extra mental health support for pupils and teachers</a>.</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> <li>Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school</li> <li>Staff have been fully briefed on the action planning for local/bubble lockdown/ procedures</li> </ul>	YES	<ul style="list-style-type: none"> <li>Weekly briefing</li> </ul>	2x1=2
<b>10. Protective measures and hygiene</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>					
Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in	2x3=6	<ul style="list-style-type: none"> <li>Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues</li> <li>Circulation plans have been reviewed and amended.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> </ul>	YES	<ul style="list-style-type: none"> <li>Building work taking place over the summer holidays. Windows replaced. Classrooms have been identified as priority and 1-week contingency.</li> <li>Schedule created</li> <li>Timetable fixed majority of lessons, staff to move to children.</li> </ul>	2x2=4

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<p>corridors as pupils are unable to or do not observe social distancing at break and lunch times</p>		<ul style="list-style-type: none"> <li>The movement of pupils around school is minimised as much as possible.</li> <li>Where possible, pupils stay in classrooms and staff move around.</li> <li>NS/NC children are organised in small groups with a key worker and move around with them.</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 school</li> <li>It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.</li> </ul>			
<p>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</p>	2x3=6	<ul style="list-style-type: none"> <li>Classroom base arrangements in place.</li> <li>Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>All soft furnishings/toys have been removed in EY environment</li> <li>Resources are arranged to be used within bubbles/small groups only to limit the risk of cross contamination.</li> <li>Arrangements are reviewed regularly.</li> </ul>	YES	<ul style="list-style-type: none"> <li>22 classes</li> <li>Fixed arrangement</li> <li>Transient classes - Cleaning box for staff to wipe surfaces</li> <li>Cleaning lockers installed in all classrooms</li> </ul>	1x2=2

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Staff rooms, offices and Medical Rooms do not allow for observation of social distancing guidelines	2x2=4	<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 have been briefed on the use of these rooms.</li> <li>Other spaces within school have been identified and adapted to accommodate nursing, medical and other essential therapeutic services</li> </ul>	YES	<ul style="list-style-type: none"> <li>Staff room reconfigured</li> </ul>	2x1=2
Queues for toilets and handwashing risk non-compliance with social distancing measures	3x3=9	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements.</li> <li>Floor markings are in place to promote social distancing.</li> <li>Pupils and staff know that they can only use the toilet one at a time and sufficient time is allowed to do so.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently to take account for the number of pupils accessing the facilities, for example after every morning break, lunchtime and at the end of the school day.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly for example morning break, lunchtime and the end of the school day, or other transition periods.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. Supervised use for young pupils.</li> </ul>	YES	<ul style="list-style-type: none"> <li>Key Stage Toilets assigned</li> <li>Male Toilets refurbished</li> <li>Supervision at Break</li> <li>Hand Sanitizer stations 10x around corridors</li> </ul>	1x3=3
Impact of any new variants of the	3x3=9	<ul style="list-style-type: none"> <li>The new variants of the virus do not require any additional control measure and the current guidance remains unchanged.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	2x2=4

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virus on the day to day running of the school.		<ul style="list-style-type: none"> <li>Any local outbreaks of any new variant(s) will be managed by Public Health in partnership with schools, staff and families impacted.</li> <li>BCC's Local Outbreak plan can be found here: <a href="https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19">https://www.birmingham.gov.uk/info/50231/coronavirus_covid-19/2204/local_outbreak_plan_-_covid-19</a></li> <li>Staff advised to double Masks</li> <li>CEV Staff option of FFP3 Mask.</li> </ul>			
<b>11. 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	2x3=6	<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to September opening.</li> <li>Enhanced 'deep clean' to take place prior to the wider opening of the school.</li> <li>An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after school.</li> <li>Introduce enhanced daily (or more often if possible) cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>More frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Working hours for cleaning staff are increased in agreement with staff.</li> <li>Toilets to be cleaned every morning break, lunchtime and at the end of the school day.</li> <li>Outdoor playground equipment should be more frequently cleaned.</li> <li>Seek LA support to manage insufficient capacity</li> </ul>	YES	<ul style="list-style-type: none"> <li>Enhanced cleaning programme ready to deploy</li> <li>Staff supportive to aid teams</li> <li>Cleaning lockers per classroom</li> <li>Class cleaning box</li> <li>Cleaning zones, frequency, intensity, and duration reviewed. Any outbreak areas to be cleaned immediately. Cleaning products are also available in PPE lockers for staff if they wish to wipe down surfaces. High frequency touch surfaces cleaned regularly (eg handles).</li> </ul>	2x1=2

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Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school	2x3=6	<ul style="list-style-type: none"> <li>Cleaning company is 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>Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean</li> <li>Seek support from Public Health Birmingham. Use the <a href="#">flowchart</a> if a staff member or pupil displays symptoms. . (added in v3)</li> <li>Suitable PPE equipment is available if 2m from the child cannot be maintained.</li> </ul>	YES	<ul style="list-style-type: none"> <li>All cleaner have received a copy of these guidelines</li> <li>Flowchart has been produced.</li> <li>Specific PPE/ Hazardous waste bin have been obtained.</li> <li>All PPE/Hazardous wasted to be double bagged, Following suspected cases of COVID marked up and left for 72 hours before being placed in normal bin</li> </ul>	1x2=2
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment</b>					
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	1x3=3	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</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. Large volumes of flammable liquids should be referenced in your Fire Risk Assessment. (added in v3)</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently, including on arrival at school.</li> <li>Reinforce 'catch it, kill it, bin it' message</li> </ul>	YES	<ul style="list-style-type: none"> <li>S Barr regular procurement of resources</li> <li>Shared resourcing across MAT in emergencies</li> <li>Shared resources with MAT as contingency</li> </ul>	1x1

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Inadequate supplies and resources mean that shared items are not cleaned after each use	2x3=6	<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>A plan is in place to clean resources which have been taken home.</li> <li>Cater for equipment and resources per child and prevent the sharing of stationery and other equipment where possible.</li> <li>Any shared classroom materials and surfaces cleaned and disinfected more frequently and between groups (including resources also used by wraparound groups)</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 cleaning products</li> <li>The governing board finance committee is aware of any additional financial commitments</li> </ul>	YES	<ul style="list-style-type: none"> <li>Labelled equipment</li> <li>Teaching assistants available to help support</li> <li>Teachers organised student packs</li> </ul>	1x3=3
<b>13. School level response should someone fall ill on site in line with govt guidance</b>					
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of	3x3=9	<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>90% of staff have had first Vaccine dose.</li> <li>School keeping record of those staff (and CEV students) that have been vaccinated.</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</li> </ul>	YES	<ul style="list-style-type: none"> <li>PPE individual packs available from site manager office</li> <li>Staff received training on PPE (May 2020 and updated in inductions)</li> </ul>	2x2=4

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<p><b>COVID-19 or should there be a confirmed case of COVID-19 in the school</b></p>		<p>government advice.</p> <ul style="list-style-type: none"> <li>This guidance has been explained to staff and pupils as part of the induction process. Use the <a href="#">flowchart</a> from Public Health Birmingham about how to deal with a suspected or confirmed case within the pupil or staffing cohort.</li> <li>Staff are aware of the location of the emergency PPE pack.</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> <li>Report cases of to the Health Protection Team in Public Health England using the online guidance and <a href="#">checklist</a>.</li> <li>Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in schools during the contact tracing phase of the response.</li> <li>Both pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.</li> <li>Further information on Government's vaccination plan can be found here: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/">https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/</a></li> <li>Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> </ul>			

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		<ul style="list-style-type: none"> <li>Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> <li>For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council's safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing <a href="mailto:schoolsafety@birmingham.gov.uk">schoolsafety@birmingham.gov.uk</a>).</li> <li>For schools who do not subscribe to the service from the council's safety team and where the council is not the employer of staff you will need to check with your employer and/or provider of safety support regards your arrangements for undertaking RIDDOR reports and how coronavirus is reported (for those cases meeting the HSE defined criteria).</li> </ul>			
<p><b>Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place</b></p>	2x3=6	<ul style="list-style-type: none"> <li>School's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. (Library)</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> <li>Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>PPE to be used for accompanying staff where pupil symptomatic and 2m distance cannot be sustained.</li> </ul>	YES	<ul style="list-style-type: none"> <li>BSS house designated for isolation of any ill student/ member of staff prior to collection. BSS house has own wc facilities. PPE available for staff dealing with any ill child. Room identified has large patio door that can be open so that staff don't have to share same air space, but safe guarding can still be followed. Flow chart to be followed.</li> </ul>	1x3=3
<p><b>14. 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></p>					

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<p><b>Provision of PPE for staff where required is not in line with government guidelines</b></p>	<p>1x3=3</p>	<ul style="list-style-type: none"> <li>• Changes to government guidance on wearing PPE is understood and communicated.</li> <li>• Sufficient PPE has been procured through normal stockist</li> <li>• PPE requirements for individual pupils and staff have been risk assessed and sourced through normal stockist</li> <li>• Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• Avoid face to face contact and minimise interaction under 1m with young pupils, except for those with complex needs</li> <li>• Seek LA support for emergency PPE stock</li> <li>• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>• Posters of correct use of PPE are in the designated PPE Areas,</li> <li>• Staff training given include putting on, taking off and disposal.</li> <li>• Staff to wear face covering in all communal spaces (Optional) unless outbreak</li> <li>• SEND Pupils that can encouraged to wear face coverings (Optional)</li> <li>• Lessons for SEND students on why face coverings are important.</li> </ul>	<p>1x3=3</p>
<p><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></p>	<p>1x3=3</p>	<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 school'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> <li>• Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:               <ul style="list-style-type: none"> <li>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing aerosol generating procedures (AGPs).</li> </ul> </li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>• School to not drop below 2 weeks supply of PPE.</li> <li>• Contingency from MAT Schools</li> <li>• Staff to wear face covering in all communal spaces (Optional)</li> <li>• SEND Pupils that can encouraged to wear face coverings</li> <li>• Lessons for SEND students on why face coverings are important.</li> </ul>	<p>1x3=3</p>

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<b>15. Managing premises related issues</b>					
<p><b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b></p>	<p>1x3=3</p>	<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, pupils and contractors safe including distancing and hygiene procedures.</li> <li>Assurances have been sought from the contractors that they are familiar with the <u>symptoms associated with Coronavirus covid-19</u>, 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/pupils are kept apart.</li> <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> <li>Were BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>Social distancing to be in place when feasible</li> <li>Follow School Covid Procedures</li> </ul>	<p>1x3=3</p>
<p><b>Fire procedures are not appropriate to</b></p>	<p>1x3=3</p>	<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 pupils/staff</li> </ul> </li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>Fire marshals are to be designated.</li> </ul>	<p>1x3=3</p>

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cover new arrangements		<ul style="list-style-type: none"> <li>○ Possible absence of fire marshals - absent fire marshals to be replaced with trained substitutes</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> <li>● Staff, pupils 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>			
Fire evacuation drills - unable to apply social distancing effectively	1x3=3	<ul style="list-style-type: none"> <li>● Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> </ul>	YES	<ul style="list-style-type: none"> <li>● Social Distancing when appropriate</li> </ul>	1x3=3
Fire marshals absent due to self-isolation	1x3=3	<ul style="list-style-type: none"> <li>● An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>● Staff appropriately trained in fire marshal duties as required.</li> </ul>	YES	<ul style="list-style-type: none"> <li>● Contingency Marshall for each zone</li> <li>● Sweep system if any away / absent</li> </ul>	1x3=3
Statutory compliance has not been completed due to the availability of contractors during lockdown	1x3=3	<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. Water system checks and actions to be undertaken prior to wider opening.</li> <li>● LA support is in place</li> </ul>	YES	<ul style="list-style-type: none"> <li>● Site Manager scheduled to work over holiday</li> <li>● Schedule to run taps</li> </ul>	1x3=3
The costs of additional measures and enhanced services to	4x3=12	<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>● LA or 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</li> </ul>		<ul style="list-style-type: none"> <li>● Budget to be reprioritised - Complete</li> <li>● Roles across school and staffing structure reviewed.</li> </ul>	1x3=3

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address COVID-19 when reopening puts the school in financial difficulty		<p>options for reducing costs over time and as guidance changes are under review.</p> <ul style="list-style-type: none"> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with governors and LA or trust.</li> <li>• NS/NC are aware of financial support available to support sustainability</li> </ul>			
<p><b>16. Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing your approach</b></p>					
<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 pupils, 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> <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> <li>• <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/">https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/</a></li> </ul>					

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Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding	3x4=12	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and pupils</li> <li>All members of staff and parents of pupils with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school, and members of staff with children who cannot attend school/nursery/childminder etc are supported. (added in v3)</li> <li>Records are kept and regularly updated e.g. check children and staff who have identified as having asthma have up to date care plans.</li> <li>Members of staff and parents of pupils with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff and parents of pupils are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff who were clinically extremely vulnerable and received a letter should not attend work but can work from home if possible. Advice for those who are clinically extremely vulnerable can be found in the following <a href="#">guidance</a>.</li> <li>Current government guidance is being applied.</li> <li>Consider advice from Public Health England regarding BAME staff in section above.</li> <li>Seek advice from Occupational Health Service</li> </ul>	YES	<ul style="list-style-type: none"> <li>Staff individual Risk assessments completed</li> <li>Individual consultation with relevant staff</li> <li>Staff consulted on Monday 2/11/20 around clinically extremely vulnerable</li> <li>Extremely Clinically Vulnerable option to work from home</li> <li>Staff reminded in briefing to see SLT for any Risk Assessment updates or changes to their conditions</li> <li>Covid Staff and Student levels monitored daily / weekly</li> </ul>	2x2=4
Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on	2x3=6	<ul style="list-style-type: none"> <li>No. of BAME staff = 18</li> <li>No. of BAME staff risk assessed as clinically vulnerable</li> <li>No. of BAME staff able to return but requiring additional support</li> <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> </ul>	YES	<ul style="list-style-type: none"> <li>BAME STAFF = 18 ( 20%)</li> <li>BAME SHIELDING = 0</li> <li>Individual consultation</li> <li>Control measures made clear</li> <li>Anxieties discussed and listened to.</li> </ul>	1x3=3

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deaths related to coronavirus.		<ul style="list-style-type: none"> <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>			
Parents, particularly those from BAME heritage, are reluctant to send their children to school due to the media coverage on deaths linked to coronavirus	2x3=6	<ul style="list-style-type: none"> <li>No of BAME pupils</li> <li>No of BAME pupils risk assessed and requiring to remain shielded at home</li> <li>No of BAME pupils able to return but requiring additional support</li> <li>There are sufficient numbers of trained staff available to support pupils and parents with these anxieties.</li> <li>There is access to designated staff for all pupils and parents who wish to talk to someone about their wellbeing and anxieties about attending school</li> <li>School arrangements demonstrating social distancing measures are shared with parents and pupils</li> <li>Resources/websites to support parent and pupil anxiety are provided.</li> </ul>	YES	<ul style="list-style-type: none"> <li>BAME pupils = 122 (50%)</li> <li>BAME Shielded = 0</li> <li>Wellbeing Team</li> <li><a href="https://queensburysch.com/well-being/">https://queensburysch.com/well-being/</a></li> </ul>	1x3=3
Parents do not follow advice on social distancing when visiting the school	2x2=4	<ul style="list-style-type: none"> <li>Visitors (including parents/carers) to the school may be restricted to one area, and if possible, requested to not attend site unless for an allocated appointment.</li> <li>Arrangements for visiting the school are communicated to parents/carers. Expectations around hygiene and social distancing are communicated and reinforced with parents/carers including drop-off/pick-up time to reduce gatherings.</li> <li>Raise persistent non-conformity with Local Authority. Additional guidance on enforcement is <a href="#">available</a>.</li> </ul>	YES	<ul style="list-style-type: none"> <li>New pathway into school complete with social distancing marks and posters in place.</li> <li>Restricted access</li> <li>Only essential / urgent visitors permitted to visit school during lockdown period. Follow school procedures</li> </ul>	1x2=2
<b>17. Work with other school based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					

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Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	3x3=9	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> <li>Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc.</li> <li>Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020. Link added in v3.</li> </ul>	YES	<ul style="list-style-type: none"> <li>All policies up to date</li> <li>LGB to review all relevant policies and appendices</li> <li>LGB Chair review urgent matters</li> <li>Staff informed through training day on 1<sup>st</sup> / 2<sup>nd</sup> September, emails, weekly online Teams briefing. Published on School website.</li> <li>Key Covid Agenda item on Head Teacher report to Governors</li> </ul>	1x3=3
Risks are not comprehensively assessed in every area of the school, in light of COVID-19,	2x3=6	<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> <li>Different areas of the school including any Early Years and Resource Base provision</li> <li>When pupils enter and leave school</li> <li>During movement around school</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	<ul style="list-style-type: none"> <li>This is a dynamic document and is the responsibility of all staff to assess risks on daily basis and report any areas they feel pose a risk. <a href="mailto:Fixit@queensbury.bham.sch.uk">Fixit@queensbury.bham.sch.uk</a> system in place for areas identified. Ticket system which prioritises work.</li> </ul>	1x3=3
<b>18. Home to School Transport</b>					
Urban Transport Group released a briefing (27 May) urgently requesting the Government to lead joined-up dialogue between the education and transport sectors on how best to resolve the operational challenges and to meet the full additional transport costs of the return to schools and colleges.					
<b>Keys points include:</b> <ul style="list-style-type: none"> <li>Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area.</li> <li>As part of their overarching role to keep cities regions moving in a manner that protects health, the environment and quality of life, transport authorities also have an</li> </ul>					

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<p>interest in ensuring that the return to school and college does not create congestion, contribute to air pollution or pose a risk in terms of the health and safety of children and their parents or of transport staff and the wider public, including passengers travelling on mainstream routes that serve schools.</p> <ul style="list-style-type: none"> <li>In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably.</li> </ul> <p>The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.  <a href="http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19">http://www.urbantransportgroup.org/resources/types/briefings/transport-challenges-return-schools-and-colleges-following-easing-covid-19</a></p> <p>For further information and guidance regarding any of the above points visit <a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a> or contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a>.</p>					
<p><b>Consideration whilst using public transport</b></p>	<p>3x3=9</p>	<ul style="list-style-type: none"> <li>School and parents should adopt measures to address the risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.</li> <li>People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.</li> <li>Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li></li> </ul>	<p>2x2-4</p>

RISK Assessment Tool (V8)

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Pick up and drop off times	3x3=9	<ul style="list-style-type: none"> <li>• As per Government guidance:               <ul style="list-style-type: none"> <li>➢ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>➢ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>➢ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>➢ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> </ul> </li> <li><b>In addition:</b> <ul style="list-style-type: none"> <li>• Consider opening school gates earlier so parents can socially distance on the playground</li> <li>• Stagger start and finish times to ease pavement congestion</li> <li>• Consider the use of simple signage to highlight 2 metre distancing: stickers (could be customised versions e.g. using pupils' designs) or simple spray, tape or chalk markings</li> <li>• Consideration of emergency school streets measures as identified in the <a href="#">Emergency Birmingham Transport Plan</a> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>• If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school with determined entrance and exits for classrooms and areas of the school.</li> </ul> </li> </ul>	YES	<ul style="list-style-type: none"> <li>• Student arrival (Buses) – Sixth Form Gate opens 8.30am – 8.45am.</li> <li>• The playground will have 3 zones (KS3, KS4, KS5). Students to go to relevant zone and remain in zone until 8.45am. (Wet break – Students to go to Form rooms)</li> <li>• 6) Student arrival (Independent Students / Parent escorts)- Front Reception – Gate opens 8.45am – 9am (Students will go straight to form rooms).</li> <li>• 7) Break times – Break times will be staggered.</li> <li>• Lunchtimes – 3x Lunch sessions for each Key Stage Bubble (KS3, KS4, KS5). Students need to remain in dining hall for first 15 minutes before going outside for activity on playground. (35-minute Lunch)</li> <li>• Departure: Students will depart from 2.55pm</li> </ul>	1x3=3
Children arriving late as a result of	2x3=6	<ul style="list-style-type: none"> <li>• Advise parents/carers to use various modes of transport including driving to school being mindful of the need to</li> </ul>	YES	<ul style="list-style-type: none"> <li>• If late, will only be able to arrive at front for school.</li> </ul>	1x3=3

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**RISK Assessment Tool (V8)**

14/03/2022

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journey to school		socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. <ul style="list-style-type: none"> <li>• Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></li> <li>• Ensure that transport arrangements cater for any changes to start and finish times.</li> <li>• Identify possible park and stride sites - parents and others who do have to drive can then park (legally) nearby and walk the last part of their journey.</li> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further information and guidance visit: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a></li> <li>• Use <a href="#">Modeshift STARS</a> to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents.</li> <li>• Consider using social media messaging to inform the local community that parents/pupils may be travelling at specific times in order to avoid pavement congestion.</li> </ul>		<ul style="list-style-type: none"> <li>• L. Richards – Responsibility of Transport across the school – liaison with WMTS and provider.</li> </ul>	
Transport capacity for	2x3=6	<ul style="list-style-type: none"> <li>• Schools' individual requirements are discussed with Home to School Transport to prepare for full return. From the autumn</li> </ul>	YES	<ul style="list-style-type: none"> <li>• Liz Richards – Contact in school</li> </ul>	1x3=3

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pupils with EHCP attending special schools and resource bases is insufficient		<p>term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport.</p> <ul style="list-style-type: none"> <li>Schools are aware of the proposed routes and vehicle allocations for September opening</li> <li>Travel Assist and Schools will inform parents confirming the transport arrangements.</li> <li>Parents to be informed of transport arrangements from Travel Assist and Schools. Parents can contact <a href="mailto:Parentlinkservice@birmingham.gov.uk">Parentlinkservice@birmingham.gov.uk</a> with specific queries.</li> </ul>			
Travel anxiety for new starters to secondary school	2x2=4	<ul style="list-style-type: none"> <li>West Midlands Police have put together some resources to help students feel confident to travel and also how to behave responsibly and safely while travelling to and from school. The resources can be covered in class or as an independent activity for students to complete at home. <a href="#">All are available via this link.</a></li> <li>Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. Further information on managing capacity and demand on <a href="#">public transport is set out in the transport to school and other places of education: autumn term 2020</a> guidance.</li> <li>For reassurance/advice on using public transport and what it looks like to travel please find links below to three short YouTube films covering bus, tram and train journeys: <a href="#">Travelling Safely on bus</a> (social distancing) <a href="#">Travelling Safely on Metro</a> (social distancing) <a href="#">Getting through train stations</a> (social distancing)</li> </ul>	YES	<ul style="list-style-type: none"> <li>Allocated seats on buses</li> </ul>	2x1=2
<b>19. Contingency planning for local lockdown</b>					

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No plan in place if a local lockdown should occur	2x3=6	<ul style="list-style-type: none"> <li>• School Business Continuity Plan has been updated.</li> <li>• Proposed resourcing model is in place should local or national lockdown be required (including partial or full closure).</li> <li>• Arrange for communications to be available in readiness for release to staff and families to incorporate any advice from Public Health Birmingham.</li> <li>• Staff have been fully briefed on action planning for local/bubble lockdown or outbreak.</li> <li>• Parents are informed of the school's procedures for local/bubble lockdown. Early years settings and childminders remain open (including wraparound care).</li> <li>• Preparation for learning continuity in the event of local or bubble lockdown               <ul style="list-style-type: none"> <li>○ Blended learning offer to support continued delivery including support for pupils isolating or required to remain at home due to being diagnosed clinically extremely vulnerable-</li> <li>○ Remote learning packages ready to offer where there is an outbreak as part of business continuity. <u>Consideration of remote learning for young pupils or those with SEND.</u></li> </ul> </li> <li>• Information and <u>guidance</u> have been shared to support parents and carers of children who are learning at home</li> <li>• Resumption of former Risk Assessments to consider lockdown or partial opening as appropriate.</li> <li>• Consider impact of isolation for vulnerable children and ensure that key workers are notified of isolation and expected date of return. Implement an individual risk assessment if appropriate.</li> </ul>	YES	<ul style="list-style-type: none"> <li>• Home Learning Platform enabled</li> <li>• Zoom Streamed lessons</li> <li>• Additional ICT equipment for students and staff.</li> <li>• Children have SEND needs, those that can safely wear face coverings in class / around school.</li> <li>• Staff to manage an encourage safe usage of face coverings with students.</li> <li>• Lessons scheduled in school on importance</li> <li>• Updated response to parents</li> </ul>	1x3=3

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