

# Hillcrest School and Sixth Form Centre

## COVID-19 RISK ASSESSMENT – Full School Opening

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>

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19. It is provided to help schools to prepare and decide arrangements for an increased number of children attending/returning to school. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC).

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

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

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

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

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

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

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

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

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

Risk Type	Issue/Hazard	Measures to Minimise Risk	Schools Actions and comments
<b>A: Pupils</b>	1.Attendance at school	<ul style="list-style-type: none"> <li>• Planning for full attendance of all year groups and complete the daily DfE attendance return by 2pm where possible each day.</li> <li>• Good record keeping for attendance.</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 extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</li> <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.</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 coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in Section 8 of the <u>guidance for special schools.</u></li> <li>• Home to School transport in place where required.</li> <li>• Preparedness to implement Test and Trace as set out the latest <u>guidance.</u></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. Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.</li> <li>• Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</li> <li>• School arrangements demonstrating social distancing measures and behaviours are shared with parents and pupils.</li> <li>• Resources/websites to support parent and pupil anxiety are provided.</li> <li>• <u>Signpost parent/carers to published risk assessment.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Attendance/officer monitoring</li> <li>• Support services</li> <li>• Parental contact</li> <li>• Test and Trace</li> </ul>
	2. Daily attendance registers	<ul style="list-style-type: none"> <li>• Designate staff responsibility for completion of school daily attendance registers (for onsite and any remote learners).</li> <li>• Designate staff responsibility for completion of DfE daily submission.</li> <li>• Regular reporting to responsible body and monitoring of attendance and follow-up with families factored into workload.</li> <li>• Review <u>separate guidance</u> on recording attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Officer/monitoring</li> <li>• Headteacher</li> <li>• Safeguarding</li> <li>• EWO</li> <li>• DSL</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</u></li> </ul>	
<b>B: Staff</b>	1: Measures have been put in place to protect staff and pupils with underlying health issues, BAME staff and those who are shielding	<ul style="list-style-type: none"> <li>• All staff completed individual staff questionnaires and the school will support staff with their current personal circumstances where possible.</li> <li>• Staff should be assured that the school site will be Covid-19 secure and all recommended government procedures implemented fully.</li> <li>• All members of staff with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school and members of staff with children who cannot attend school are supported.</li> <li>• Records are kept and regularly updated.</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 <u>guidance</u>.</li> <li>• Current government guidance is being applied.</li> <li>• The school will consider advice from Public Health England regarding BAME staff.</li> <li>• Where required the school will seek advice from Occupational Health Service</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• All staff should ensure they communicate any concerns regarding their individual circumstances to their line manager.</li> <li>• All staff should inform school of any changes in their circumstances immediately</li> <li>• New starters should inform their line manager if they have concerns and notify the school of any medical conditions.</li> </ul>
	2: Returning to school/ Staff communications/ Wellbeing/health	<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 (in particular DSL, SENCO, First Aiders)</li> <li>• CEV staff are advised not to attend the workplace and should continue to shield after vaccination (until guidance is changed).</li> <li>• Those living with someone who is CEV can still attend work where home working is not possible.</li> <li>• Full use is made of those staff who are self-isolating but who are well enough to teach lessons online/work from home.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• Maintain distinct groups or 'bubbles' that do not mix to identify those who may need to self-isolate quicker and to keep that number as small as possible.</li> <li>• 'Bubbles' of an appropriate size are implemented (and under review) to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff. 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>• Contingency planning is in place and agency additional resource identified if needed.</li> <li>• As and when required size of bubbles is changed, moving from a full class bubble for majority of the classroom time to a year group bubble, where required, allowing for mixed groups for specialist teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring</li> <li>• Test and Trace</li> <li>• Timetables</li> <li>• Staffing</li> <li>• Agencies</li> <li>• Internal staffing resources</li> <li>• Staff briefings</li> <li>• Senior leaders support</li> <li>• Mental health/wellbeing</li> <li>• EAP/counselling</li> <li>• Flu vaccinations</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff including temporary/supply personnel can move across different classes and other year groups maintaining social distancing (2m between adult and child where possible, minimising time spent within 1m)</li> <li>• To minimise the numbers of temporary staff entering the school premises, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> <li>• Schools should ensure that appropriate support is made available for pupils with SEND as well as pupils isolating at home or considered to be clinically extremely vulnerable, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>• Home testing for school staff is <u>communicated</u> in line with the latest guidance.</li> <li>• Staff receive daily/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</li> <li>• Flexible working patterns and arrangements if appropriate.</li> <li>• Staff workload expectations are clearly communicated</li> <li>• Staff provided with training to implement any changes that the school plans to make, either delivered remotely or in school</li> <li>• Staff are encouraged to focus on their wellbeing. Employee assistance programme is promoted, and staff have 24 hour access to telephone service and access to counselling.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff have been signposted to useful websites and resources.</li> <li>• Staff have been fully briefed on the action planning for local/bubble lockdown.</li> <li>• Remind/Encourage staff that are eligible for a free NHS flu vaccination of the importance of ensuring they are protected from such illness <a href="https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/">https://www.nhs.uk/conditions/vaccinations/flu-influenza-vaccine/</a></li> <li>• All staff to be offered a free flu vaccination (either by means of a corporate scheme or reimbursement for private paid appointments)</li> <li>• LFD testing for staff (voluntary) twice weekly at home</li> </ul>	
<b>C: Parents/ Car ers</b>	3. Communication	<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>• Advice is made available to parents on arrangements for testing for Covid-19 in line with the latest guidance</li> <li>• COVID-19 section on the school website is updated regularly.</li> <li>• Clarify arrangements for pick-up/drop-off, breaktimes, as well as expectations for free study periods</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>• Requests for support for vulnerable families sent through Early Help Hubs</li> <li>• LA support for individual or complex cases</li> </ul>	<ul style="list-style-type: none"> <li>• Regular communication with parents</li> <li>• ParentMail email</li> <li>• ParentMail text</li> <li>• Website</li> <li>• School letters</li> <li>• Information sheets</li> <li>• Support services</li> </ul>

	<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a regular basis via email, text and the school's website and verbally. Community languages are considered.</li> <li>• Clear procedures are in place where a child falls ill whilst at school.</li> <li>• It is communicated to parents that students who fall ill whilst at school are collected immediately.</li> <li>• Ensure contact details of families are up to date.</li> <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 <a href="#">Forward Thinking Birmingham</a> resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents.</li> <li>• <a href="#">Family Connect</a> support explored if required.</li> </ul>	
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Risk Type	Issue/Hazard	Measures to Minimise Risk	Schools Actions and comments
<b>D: Introducing virus into school environments from outside</b>	1: Visitors to reception areas	<ul style="list-style-type: none"> <li>• Clear signage and instructions on entry and in main reception</li> <li>• Hand sanitiser with clear signage in main reception</li> <li>• Receptionist inform all visitors to wash their hands</li> <li>• Only essential visitors allowed</li> <li>• Where possible request that individuals communicate with the School via telephone or email.</li> <li>• Keep a minimum distance of 2m away where possible and adhere to school social distancing protocols</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Visitor checklist in use obtaining contact details</li> <li>• Test and trace check in service at main reception</li> </ul>
	2: Visitors for meetings	<ul style="list-style-type: none"> <li>• Use technology for meetings e.g. video / teleconference facilities where possible</li> <li>• For essential meetings ensure good ventilation of office/meeting rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Visitor checklist in use obtaining contact details</li> <li>• Test and trace check in service at main reception</li> </ul>
	3: Deliveries	<ul style="list-style-type: none"> <li>• Deliveries are arranged outside of school day if possible.</li> <li>• Orders received and moved by site team</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to site team and reception</li> </ul>

		<ul style="list-style-type: none"> <li>• Deliveries are socially distanced</li> </ul>	
	4: Staff	<ul style="list-style-type: none"> <li>• Wash hands on arrival at school, regularly throughout the day and before leaving for at least 20 seconds.</li> <li>• Catch coughs/sneezes in a tissue and wash your hands again.</li> <li>• Put used tissues in the bin immediately and wash your hands afterwards.</li> <li>• Maintain a 2-metre distance from colleagues/parents and students.</li> <li>• If you share a desk, wipe the area before and after use with a sanitising wipe.</li> <li>• Regularly clean your work area including phones, keyboards and mouse.</li> <li>• Resources in schools should be limited for students accessing the provision and where possible sterilised after use.</li> <li>• Use sanitising wipes on shared contact surfaces</li> <li>• Open windows to improve ventilation where possible.</li> <li>• Avoid touching your face with your hands</li> <li>• Keep up to date with government guidance at <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a></li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• Regular communications to remind of procedures.</li> <li>• Staff briefings</li> <li>• Replenishment of supplies as required.</li> </ul>
	5: Cleaning	<ul style="list-style-type: none"> <li>• Increase cleaning regimes of regularly contacted areas e.g. door handles, desks, toilets, touchpoints etc throughout the school day.</li> <li>• Ensure compliance with infection control guidance around cleaning regimes.</li> <li>• Staff to be given cleaning materials to wipe down resources and equipment in classrooms and offices.</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning increased and appropriate protocols in place</li> </ul>
	6: Contractors	<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>• Finance and Operations Committee is aware of planned works and associated risk assessments</li> <li>• Where 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>	<ul style="list-style-type: none"> <li>• Guidance issued to contractors.</li> <li>• Risk assessments</li> <li>• Method statements</li> <li>• Site team to meet all contractors</li> <li>• Site Manager to undertake full site induction for every contractor</li> </ul>
<b>E: Buildings</b>	1. H&S Statutory Compliance	<ul style="list-style-type: none"> <li>• All statutory compliance is up to date.</li> <li>• Water systems have been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. Water system checks and actions to be undertaken prior to wider opening. Legionella Risk Assessment up to date.</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory compliance</li> <li>• Building checks</li> <li>• Maintenance checks</li> </ul>

		<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</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> <li>• Fire drills continue to be undertaken and Fire Risk Assessment up to date including management of doors opened for ventilation purposes.</li> </ul>	
	2. Costs of additional measures and enhanced services to address Covid-19 considered	<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>• School finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>• Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>• Additional sources of income are under exploration.</li> <li>• The school's projected financial position has been shared with governors and LA or trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional costs of resources monitored</li> <li>• Budget forecasting reports</li> </ul>
<b>F: Fire Procedures</b>	1. Fire procedures to cover new arrangements	<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>○ Changes to numbers of pupils/staff</li> <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> </ul> </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>	<ul style="list-style-type: none"> <li>• Fire Drill</li> <li>• Fire signage</li> <li>• Fire assembly point</li> <li>• Guidance issued to staff and protocols in place</li> <li>• Site Manager</li> <li>• Fire Marshalls</li> </ul>
	2. Fire evacuation drills	<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>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> <li>• Site Manager</li> <li>• Fire Marshalls</li> </ul>
	3. Fire Marshalls	<ul style="list-style-type: none"> <li>• 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>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> <li>• Site Manager</li> <li>• Fire Marshalls</li> </ul>
<b>G: Coronavirus Illness/ symptoms identified</b>	1: Staff member / student or household member becoming ill	<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>• Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and pupils as part of the induction process.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> <li>• Up to date government /LA guidance followed.</li> <li>• Strict isolation procedures in place</li> </ul>



		<ul style="list-style-type: none"> <li>• Regular review of the latest information across senior leadership and staff members: <a href="https://www.birmingham.gov.uk/COVID-19_schools_faqs">https://www.birmingham.gov.uk/COVID-19_schools_faqs</a></li> <li>• 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>• Keep up to 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>• 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>• Staff who feel unwell and are experiencing Covid-19 symptoms (or have someone in their household who is experiencing symptoms) should minimise contact with individuals and should not attend school – staff should report any absence/illness on the cover mobile.</li> <li>• Parents should ring the attendance line to report child’s absence (for both illness and self-isolating)</li> <li>• School to keep in touch with staff members who are in self-isolation and include them in communications.</li> <li>• If staff are self-isolating and feel well, they may work from home.</li> <li>• Pastoral staff to keep in touch with parents of students who are self-isolating or who have been sent home to be tested for Covid-19.</li> </ul>	
	2: Caretaking/ cleaning staff	<ul style="list-style-type: none"> <li>• The site team will clean areas with appropriate cleaning materials after someone with suspected Covid-19 has left to reduce the risk of passing the infection on to other people.</li> <li>• Wherever possible, site staff should wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.</li> <li>• If an area has been heavily contaminated, such as with visible bodily fluids, from a person with Covid-19, the site team should consider using protection for the eyes, mouth and nose, as well as wearing gloves and an apron.</li> <li>• Site team should wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Any reported suspected cases of Covid-19 to be reported to site team immediately so they can ensure the area is cleaned</li> </ul>

	3: Arrangements to isolate individuals displaying symptoms of Covid-19	<ul style="list-style-type: none"> <li>• Students who display signs of Covid-19 will be moved to the medical room on the ringway.</li> <li>• Additional areas to be used are the waiting area on the ringway and dotcom area whilst student is waiting to be collected.</li> <li>• Where possible keep these areas well ventilated</li> <li>• Isolated individuals should be in rooms where door can be closed (age permitting of child) and with windows for ventilation.</li> <li>• Parents should be contacted to collect students immediately</li> <li>• If parents do not agree to collect student immediately staff contact pastoral team/SLT</li> <li>• Admin team to ensure site team are informed when student leaves so that the medical room or other spaces used are cleaned immediately after.</li> <li>• PPE to be used for accompanying staff where pupil symptomatic and 2m distance <b>cannot</b> be sustained.</li> <li>• When the student is collected the school will request that the parent arranges for the student to be tested for Covid-19 asap and parent is requested to inform the school of the results immediately.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> <li>• Site team informed and action immediately</li> <li>• Communication with parents to ensure they know they must collect student</li> </ul>
	4. Impact of any new variants of the virus on the day to day running of the school	<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> <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> </ul>	<ul style="list-style-type: none"> <li>• Government, DfE, Public Health and Department of Health and Social Care advice and guidance.</li> </ul>
<b>H: Administering first aid</b>	1: Administering First Aid to a student or staff member presenting symptoms of Covid-19	<ul style="list-style-type: none"> <li>• Staff to adhere to social distancing where possible</li> <li>• Digital thermometers can be used to check temperatures.</li> <li>• Children attending with symptoms to be moved to identified rooms (medical room on ringway, waiting area on the ringway or dotcom) (following social distancing guidelines) where sick students can be kept in until parents come to collect them, ideally with: <ul style="list-style-type: none"> <li>➤ A door you can close</li> <li>➤ A window you can open for ventilation</li> <li>➤ A separate bathroom they can use (either attached to the room or nearby)</li> </ul> </li> <li>• Should the student require immediate first aid whilst in identified holding rooms, on site first aid trained staff should put on aprons, masks, eye protection and gloves before entering the room to administer first aid.</li> <li>• Staff must follow the process for putting on and taking off and disposing of PPE as identified in the <u>PPE Guidance For Children's Services</u> document</li> <li>• Staff notify site team of suspected cases so appropriate cleaning of the setting can take place.</li> <li>• If the student is unwell and is not experiencing Covid-19 symptoms they may wait in student reception.</li> <li>• If a student has a first aid injury and is not experiencing Covid-19 symptoms they may wait in student reception</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> <li>• A member of the site team who is first aid trained or a nominated first aider will be available at all times.</li> <li>• Training given to first aiders</li> </ul>

	2: Administering first aid to a student or staff member <b>not presenting</b> symptoms of Covid-19	<ul style="list-style-type: none"> <li>• Normal first aid processes apply. There is no need to wear additional PPE whilst treating a student or staff member who does not present symptoms of Covid-19. However, if first aiders wish to use PPE for none Covid-19 first aid they may.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> </ul>
<b>I: The School Site</b>	1: Students	<ul style="list-style-type: none"> <li>• SLT to review school site and specify entry/exit points and classroom use for students</li> <li>• Design layout and arrangements in place throughout school to enable social distancing.</li> <li>• Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff</li> <li>• Key Stage 4 and 5 students will be grouped together in their year groups and will remain in their groups throughout the day.</li> <li>• Contact between groups will be limited/avoided where possible</li> <li>• Regular handwashing on entering the building, throughout the day and leaving the building.</li> <li>• Re-integration form periods for each year group (form time, emotional wellbeing, new routines and structures)</li> <li>• Each year group will use a different entrance and exit</li> <li>• Each year group will use different toilets.</li> <li>• Key Stage 3 Students will be in form groups of bubbles and be taught in their bubbles for most of their lessons with the teacher moving to them.</li> <li>• Encourage use of the outdoor playing fields.</li> <li>• Large gatherings and whole school assemblies to be avoided with more than one group.</li> <li>• The designated prayer room is limited to 4 students at any one time and only accessed during breaks on a rota system. Students should maintain 2 metre distance at all times.</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>	<ul style="list-style-type: none"> <li>• SLT site planning</li> <li>• Guidance issued to staff</li> <li>• Guidance and support to students on return</li> </ul>
	2: Staff	<ul style="list-style-type: none"> <li>• Home working will be considered for staff dependant on their job role and individual circumstances (where possible and for exceptional circumstance)</li> <li>• A full breakdown of the grouping of students with their year groups, entrance, exit, breaks, classrooms to be used and lesson timetables will be communicated to all staff separately.</li> <li>• Staff should ensure regular handwashing on entering the building, throughout the day and leaving the building.</li> <li>• Staff to keep a 2m distance from other staff and students as much as possible</li> <li>• All staff to follow the risk assessment procedures with regards to entrances, exits, moving around the building, hand washing and hygiene detailed in this document.</li> <li>• Staff to take responsibility for using the cleaning materials supplied in classrooms and offices to wipe down surfaces and equipment as necessary.</li> <li>• Staff to ensure rooms are well ventilated where possible to allow fresh air.</li> <li>• Staff to ensure desks in rooms are not moved and ensure safe distancing at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• Staff to consistently follow risk assessment procedures and ensure students are regularly informed of social distancing/washing hands etc.</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff will be required to assist in the movement of students coming into the building, moving students around the building during the day and assist with the movement of students at the end of the school day.</li> <li>• Staff to model social distancing consistently. Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff.</li> <li>• Staff break times and lunch times are structured to support social distancing</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, and a focus on reintegration and re-engagement with support for pupils to do so.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> </ul>	
	3: Start and end of school day	<ul style="list-style-type: none"> <li>• It is to be made clear to parents and students that they cannot gather at the bottom of the drive before or after school.</li> <li>• In the morning - the car park at the bottom of the drive will be open for drop off only with no stopping of cars.</li> <li>• At the end of the day – the car park will not be available to cars and will be used for students leaving site to ensure safe exit and social distancing. Parents/carers will need to find alternative nearby roads and carparks to park and arrange for their child to meet them.</li> <li>• Staggered entry and departure of year groups</li> <li>• Staff rotas to supervise students entering the building, moving around the building, and at the end of the day.</li> <li>• Students will line up in their designated area outside in their form group bubble and enter via their designated entrance and wash their hands in their designated toilet before moving to their classroom.</li> <li>• There will be a sibling pick up area (end of day and waiting area in the morning)</li> <li>• There will be a late waiting area for students in the mornings.</li> <li>• Car park will have designated waiting area for students</li> <li>• Appropriate arrangements will be made with the school bus company.</li> <li>• There will be no entry to the school building before the start of the school day</li> <li>• Different entrances/exits are identified and used for different year groups.</li> <li>• Staff and students are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <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>• 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>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• To be reviewed weekly</li> <li>• Procedures will be implemented dependant on numbers of students in school.</li> <li>• Communication to parents</li> </ul>
	4: Movement around school	<ul style="list-style-type: none"> <li>• There will be limited movement around school for students and year groups will stay in their groups</li> <li>• Movement of staff/students around the building to avoid groups of people congregating.</li> <li>• Outside of buildings used where possible</li> <li>• One-way systems in operation where possible.</li> <li>• Corridors are divided where possible.</li> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and students</li> <li>• Building, classrooms, one way systems to be reviewed regularly</li> </ul>

		<ul style="list-style-type: none"> <li>• The movement of students around school is minimised as much as possible.</li> <li>• Where possible, students stay in classrooms and staff move around.</li> <li>• Staff to monitor students and ensure they are observing social distancing guidance whilst moving around the building.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Safety measures and messages will be implemented and displayed around school.</li> </ul>	
	5: Toilet arrangements	<ul style="list-style-type: none"> <li>• Queuing zones for toilets and hand washing will be established and monitored.</li> <li>• Floor markings are in place to promote social distancing.</li> <li>• Hand washing facilities identified for each year group that is close to their working area/classroom</li> <li>• Students will be allowed to go to the toilet during lesson times, one at a time.</li> <li>• The toilets are cleaned frequently to take account for the number of students accessing the facilities.</li> <li>• Site team to ensure a constant supply of soap and paper towels.</li> <li>• Toilet bins are emptied regularly throughout the day.</li> <li>• Students are reminded regularly on how to wash hands</li> <li>• Handwashing is incorporated into the daily timetable.</li> <li>• Hand sanitiser stations are available throughout the school. (REMEMBER hand washing with soap and water is advised and hand sanitisers used only if handwashing is not available)</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• To be reviewed regularly</li> <li>• Procedures will be implemented dependant on numbers of students in school.</li> </ul>
	6: Classroom/lesson arrangements	<ul style="list-style-type: none"> <li>• Designated classrooms for each year group.</li> <li>• Staff should not walk around the classroom and remain at the front of the class keeping a 2 metre distance at all times.</li> <li>• Guidance on using different ways of teaching to enable social distancing will be communicated to all staff separately</li> <li>• Students to have their own equipment and not share resources.</li> <li>• Every student have a zip wallet with a new mini whiteboard and pen to enable students to share their responses without teachers breaking the 2-metre distance.</li> <li>• Classrooms will be arranged so that they are forward facing</li> <li>• Desks/furniture will be removed from classrooms as necessary.</li> <li>• Soft furnishings in rooms should be moved.</li> <li>• Regular SLT meetings to review school site and assess which classrooms can accommodate entry/exit points</li> <li>• Agreed new timetable and confirmed arrangements for each year group to allow for reduced interaction between year groups.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• In secondary schools, assuming that setting is maintained, the year group stays together and does not mix with other pupils</li> <li>• Collaboration between schools where a child routinely attends more than one setting on a part time basis e.g. dual.</li> <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>• Clear signage displayed in classrooms promoting social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• To be reviewed regularly</li> <li>• Procedures will be implemented dependant on numbers of students in school.</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff to take responsibility for using the cleaning materials supplied in classrooms and offices to wipe down surfaces and equipment as necessary.</li> <li>• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between students and staff</li> <li>• Prevent the sharing of stationery and other equipment where possible.</li> <li>• Shared materials and surfaces cleaned and disinfected more frequently</li> <li>• Resources that are shared between classes or bubbles, such as sports, outdoor playground equipment, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</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 current government guidance on practical lessons should be followed and any changes to the guidance should be followed at that time.</li> <li>• Some practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same students in one day, or properly cleaned between cohorts.</li> <li>• Departments should read and keep up to date with their own subject association guidance on practical's/lessons and ensure any guidance is appropriately implemented within their departments and communicated to their team)</li> <li>• PE uniform can be worn to school by students who are undertaking PE or Dance lessons on that day.</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 coordinators should plan to meet these needs, for example using social stories.</li> <li>• Careful consideration of how to minimise risk from music classes e.g. singing outside, chanting, playing wind or brass instruments or shouting and encouraging social distancing</li> <li>• Singing, wind and brass instrument playing can be undertaken in line with guidance on <u>working safely during COVID-19 in the performing arts</u></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>• If planning an indoor or outdoor face-to-face performance in front of a live audience, the latest advice in the <u>working safely during COVID-19 in the performing arts</u> guidance should be followed, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events.</li> <li>• Alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission will also be considered.</li> </ul>	
	7: Lunchtimes	<ul style="list-style-type: none"> <li>• Breaktimes and lunchtimes will be staggered for each year group.</li> <li>• Lunch will be for 30 minutes per year group in the dining room and 15 minutes outside taking bags with them.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff</li> <li>• To be reviewed regularly</li> </ul>

		<ul style="list-style-type: none"> <li>At lunch students will only be allowed into the canteen seated or outside and must remain in their year groups at all times. No other areas in school should be accessed by students during lunchtimes.</li> <li>The main hall has been set up as a second dining room to allow for 2 lunchtime sittings, so student bubbles are socially distanced with one-way routes where possible.</li> <li>No gatherings of students in large groups.</li> <li>Designated, marked off areas of the front field allocated to year groups of students.</li> <li>Staff lunch times to be staggered where possible and meeting rooms to be used where social distancing cannot be achieved in staff areas.</li> </ul>	
	8: Offices and shared staff communal areas	<ul style="list-style-type: none"> <li>Staff should work in their classroom or offices and take their breaks and lunchtimes in their classrooms or offices where possible</li> <li>To limit the number of staff around the school building - staff (where it is possible for your job role, e.g. admin staff) should remain in their working area and not walk around school unless it is necessary.</li> <li>Staff should use Microsoft teams and hold virtual meetings where possible.</li> <li>Staff should use the phone to ring staff internally instead of visiting them where possible.</li> <li>The staffroom will be set out to be socially distanced – if you cannot use your own office/area/space then you may use the staff room but must continue to maintain a 2-metre distance at all times.</li> <li>The doors to the staffroom will be kept open (staff to consider this and ensure confidentiality at all times as doors will be open and staff and students will be passing)</li> <li>Adjustments to shared communal areas will be made where possible.</li> <li>Staff should liaise with the site team to identify if their own area is socially distanced and request any movement of furniture etc if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance issued to staff</li> <li>To be reviewed regularly</li> </ul>
<b>J: Transport</b>	1. Student travelling to and from school	<ul style="list-style-type: none"> <li>Hillcrest School travel survey completed by parents</li> <li>There will be staggering finish times to help take the pressure off peak travel times.</li> <li>It is advised that students should walk and cycle wherever possible to create extra space on buses and other public transport for those who have no alternative</li> <li>Students will be grouped together on transport, which should (<b>wherever possible</b>) reflect the bubbles that are adopted within school</li> <li>Students will be advised to wear a face mask and carry a hand sanitiser and wash their hands before and after they travel.</li> <li>At the end of the day students will be organised and board the school bus in a queue at the bus stop.</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> <li><b>As per Government guidance:</b></li> <li>Inform parents that if their child needs to be accompanied to school only one parent should attend</li> </ul>	<ul style="list-style-type: none"> <li>Travel survey</li> <li>School bus</li> <li>Travel advice</li> <li>Guidance issued to staff, parents and students.</li> </ul>

		<ul style="list-style-type: none"> <li>• Inform parents and students their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact.</li> <li>• make clear to parents that they cannot gather at entrance gates, the parking area 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),</li> <li>• Consideration of emergency school streets measures as identified in the <u>Emergency Birmingham Transport Plan</u> including Car Free School Streets, parking restrictions and reducing speed limits.</li> <li>• <b>As per Government guidance:</b></li> <li>• <b>Children, young people and parents are encouraged to walk or cycle where possible</b></li> <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 <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></li> <li>• Encourage walking, cycling or scooting to their education setting where possible.</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 <u>Modeshift STARS</u> 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> <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. <u>All are available via this link.</u></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: <ul style="list-style-type: none"> <li>• <u><b>Travelling Safely on bus</b></u> (social distancing)</li> <li>• <u><b>Travelling Safely on Metro</b></u> (social distancing)</li> <li>• <u><b>Getting through train stations</b></u> (social distancing)</li> </ul> </li> </ul>	
<b>K: Catering</b>	<p>1. Aspens external caterers/School site</p> <p>Meals available for all children in school and for FSM provided for FSM isolating students</p>	<ul style="list-style-type: none"> <li>• Kitchens are expected to be fully opened and normal legal requirements apply to the provision and standards of food.</li> <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>• Usual considerations in place for dietary requirements.</li> <li>• Up to date government advice for caterers will be implemented</li> <li>• Social distancing will be implemented between bubbles for the queue into the canteen and in the canteen area and the main hall.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and students</li> <li>• Catering team training</li> <li>• Procedures implemented and reviewed regularly</li> <li>• Food safety and hygiene</li> </ul>



		<ul style="list-style-type: none"> <li>• Staggered lunchtimes for each year group</li> <li>• Food safety regulations followed</li> <li>• Disposable food cartons and cutlery.</li> <li>• Enhanced cleaning regimes.</li> <li>• Food suppliers deliver early to avoid contact. No contact delivery service.</li> <li>• Delivery boxes unpacked and wiped before storage</li> <li>• New enhanced recording procedures implemented</li> <li>• Meal services certified compliant with Head of QHSE</li> <li>• Catering team have been given full training on Covid-19.</li> <li>• Payment made via online payment system so no cash handling.</li> <li>• The school will work with the catering contract to agree hot/cold food provision, pre-order menus where possible.</li> <li>• Limit lunch menus as to offer a set nutritionally balanced menu eg. One vegetarian, one non-vegetarian option.</li> <li>• A second meal service will be set up in the main hall to enable two groups to have lunch at the same time.</li> <li>• Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> <li>• <u>Safe food preparation space, taking account of social distancing.</u></li> </ul>	
	2. Pupils eligible for FSM do not continue to receive vouchers	<ul style="list-style-type: none"> <li>• Issues with food poverty to be addressed through application to <u>Early Help Hubs</u>.</li> <li>• A member of the school's administrative team is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> <li>• FSM Voucher scheme/Food parcel scheme is continued. FSM vouchers are given to families who are not in attendance and are eligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of FSM when isolating/at home</li> </ul>
	3. Breakfast clubs, lunch clubs and after-school clubs	<ul style="list-style-type: none"> <li>• Where it is not possible to group children in the same bubble as they are in during the school day, you should try to keep them in small groups of no more than 15 children and at least one staff member, with the same children each time they attend, as far as possible. You should also ensure any children from the same school are kept together. You should only group children from different schools together where it is absolutely necessary.</li> <li>• Maintain up-to-date records of the children attending for at least 21 days, in order to review groups/contact tracing.</li> <li>• Offer services on rotational basis.</li> <li>• Consideration of use of space for food preparation and consumption.</li> <li>• Advise parents and carers that they should be limiting their use of multiple out-of-school settings, and should as far as possible only be sending their children to one out-of-school setting, in addition to school, in order to minimise mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• To be reviewed regularly</li> <li>• Implemented as and when safe to do so following government advice and guidance</li> </ul>
<b>L: Enhanced cleaning procedures</b>	1: Cleaning contract with Genie Cleaning /Site Team	<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 opening.</li> <li>• Enhanced 'deep clean' 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> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to cleaning contractor and site team</li> </ul>

		<ul style="list-style-type: none"> <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 or additional capacity for cleaning is planned and in agreement with cleaning staff.</li> <li>• Toilets to be cleaned more regularly e.g. every morning break, lunchtime and at the end of the school day.</li> <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>• Seek support from Public Health Birmingham. Use the <a href="#">flowchart</a> if a staff member or pupil displays symptoms.</li> <li>• Suitable PPE equipment is available if 2m from the child cannot be maintained.</li> </ul>	
	2: Cleaning supplies	<ul style="list-style-type: none"> <li>• An audit of handwashing facilities (including soap and hand towels) and sanitiser dispensers undertaken, and additional supplies purchased as necessary.</li> <li>• Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>• Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> <li>• How to wash hands guidance posters in all toilets</li> <li>• Hand dryers replaced/installed in staff and students toilets to enhance drying process.</li> <li>• Reinforce 'catch it, kill it, bin it' message. Use of <a href="#">e-bug</a> learning from Public Health England.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to cleaning contractor and site team</li> <li>• Site team to stock take cleaning supplies and do regular checks to ensure supplies are maintained at all times</li> </ul>
<b>M: Safeguarding</b>	1: School safeguarding policy and procedures are in place.	<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 students that are not attending school</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 depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>• Expectations to be shared with students in the event of the need to evacuate the building in an emergency</li> <li>• Hillcrest School safeguarding policy has been updated in line with DfE guidance during COVID 19 pandemic.</li> <li>• Safeguarding policy updated regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> </ul>
	2. High risk of increased disclosures	<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 students</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff and protocols in place</li> </ul>

	from returning students	<ul style="list-style-type: none"> <li>Contact is maintained with families where there are vulnerable students that are not attending school due to isolation or following GP 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>	
	3. Staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school	<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>	<ul style="list-style-type: none"> <li>Guidance issued to staff and protocols in place</li> </ul>
<b>N: PPE equipment</b>	1. Face coverings/ Gloves/ aprons	<ul style="list-style-type: none"> <li>Ensure face coverings are used by staff/pupils/visitors in those circumstances recommended in DfE /Govt guidance. The current guidance as at 17<sup>th</sup> May 2021 is:-</li> </ul> <p><b><u>Adults</u></b></p> <ul style="list-style-type: none"> <li>Face coverings do not need to be worn by adults in classrooms.</li> <li>Face coverings should be worn by adults when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>Face coverings do not need to be worn by pupils in classrooms</li> <li>Face covering do not need to be work by pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot be easily maintained when outdoors on the premises.</li> <li>The reintroduction of face coverings for pupils or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern</li> <li>Changes to government guidance on wearing PPE is understood and communicated. Read the guidance on <u>safe working in education, childcare and children's social care</u> for more information about preventing and controlling infection and use of PPE if an individual child, young person or student becomes ill with coronavirus (COVID-19) symptoms when a distance of 2 metres cannot be maintained or when performing <u>aerosol generating procedures (AGPs)</u>.</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 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>Adults should maintain a 2-metre distance from others. Where this is not possible avoid close face-to-face contact and minimise time spent within 1 metre of others.</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>	<ul style="list-style-type: none"> <li>Guidance issued to staff/pupils/parents/carers and protocols in place</li> </ul>

	<p><b>Individuals (staff, visitors, secondary school pupils) are exempt from wearing face coverings.</b>  <i>(Note: Face coverings are largely intended to protect others, not the wearer, against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of virus that causes coronavirus infection (COVID-19).</i></p>	<ul style="list-style-type: none"> <li>• Individuals who declare they are exempt from wearing a face covering for medical reasons will not be required to wear a face mask. Some people are less able to wear face coverings and the reasons for this may not be visible to others.</li> <li>• Ensure that other measures to limit risk are in place e.g. social distancing, cleaning, handwashing.</li> <li>• Consider whether an individual exempt from wearing a face covering may be required to undertake activities with a person(s) who has identified as being clinically vulnerable or feel they may be at increased risk.</li> <li>• Consider the activities undertaken by individuals exempt from wearing face coverings e.g. a member of staff who is also a first aider.</li> <li>• The school will assess individual circumstances of persons who feel that they would need to wear a face covering in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff/pupils/parents/carers and protocols in place</li> </ul>
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Risk Type	Issue/Hazard	Measures to Minimise Risk	Schools Actions and comments
<p><b>M: Contingency Planning for local lockdown</b></p>	<p>1. Cases of COVID-19 reported in school/community local lockdown</p>	<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.</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>	<ul style="list-style-type: none"> <li>• SLT continuity planning</li> <li>• Communications</li> <li>• Procedures and protocols in place</li> </ul>

<p><b>Coronavirus Asymptomatic testing in schools</b></p>	<p><b>Plans for rapid testing using Lateral Flow Devices (LFD)s in place to support the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</b></p>	<ul style="list-style-type: none"> <li>• Plans are in place for secondary schools to offer pupils testing at an on-site ATS from 5<sup>th</sup> March</li> <li>• Phased return arrangements in place for secondary aged pupils to accommodate onsite LFD testing for 5th 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> <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>• Settings which are all-through should follow the guidance on testing in secondary schools. Only secondary aged pupils and staff in all-through settings should be offered testing.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff/pupils/parents/carers and protocols in place</li> </ul>
	<p><b>Clear plans for visiting professionals and peripatetic staff in a mainstream setting</b></p>	<ul style="list-style-type: none"> <li>• BCC staff visiting schools is able to access LFD testing through community testing sites</li> <li>• Other visiting teachers/staff are directed to the community testing site to access an LFD test prior to their visit</li> <li>• Process is in place to confirm the visiting professionals have tested negative using an LFD test. In the event of any visiting professional is not willing to take the test, school have checked that the visitor is not displaying any symptoms or have been in close contact with a positive case in the last 2 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance issued to staff/pupils/parents/carers/agencies and protocols in place</li> </ul>

Risk Type	Issue/Hazard	Measures to Minimise Risk	Schools Actions and comments
<p><b>0: Curriculum</b></p>	<p><b>1. Pupils who may have fallen behind in their learning</b></p>	<ul style="list-style-type: none"> <li>• Gaps in learning and starting points are addressed in teachers' planning and assessed through regular learning e.g. quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Timetabling</li> <li>• Additional resources</li> </ul>

	<p><b>during school closures and achievement gaps will have widened</b></p>	<ul style="list-style-type: none"> <li>• Home (and remote learning) is calibrated to complement in-school learning and day to day delivery. Consider digital poverty. See BEP website for more info on <u>offer</u>.</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. 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>• 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> <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 <u>Education Endowment Foundation</u>.</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> </ul> <p>Ensure that key workers with vulnerable children are notified if children are not attending school when not in an isolating bubble.</p>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Examinations</li> </ul>
	<p><b>2. Extra-Curricular Activities</b></p>	<ul style="list-style-type: none"> <li>• Any extracurricular activities/events will be reviewed on a termly basis and will be considered by following current government guidance.</li> <li>• Extracurricular activities may be agreed if a department produces a full individual risk assessment that is reviewed and approved by SLT.</li> <li>• Departmental risk assessments must detail Covid-19 procedures in keeping staff and students safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Individual departmental risk assessments</li> <li>• SLT</li> <li>• Assessment and review</li> </ul>
	<p><b>3. Resumption of Educational visits</b></p>	<ul style="list-style-type: none"> <li>• Educational day visits can resume from 12 April. Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. A full and thorough risk assessments in relation to all educational visits will be completed to ensure they can be undertaken safely.</li> <li>• In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. Any domestic residential educational visits must be conducted in line with relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Individual departmental risk assessments</li> <li>• SLT</li> <li>• Assessment and review</li> </ul>

		COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit.	
	<b>4. Support ongoing learning offer for eligible pupils who can't attend school, as well as those that continue to be out of school</b>	<ul style="list-style-type: none"> <li>• Access <u>BEP offer</u> for online resources.</li> <li>• NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils 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> <li>• Staff deployment including support workers, trainees and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Support agencies</li> </ul>
	<b>5. Meet full provision required in line with EHCP</b>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• SEN Team</li> <li>• Pastoral Team</li> </ul>
	<b>6. Pupils moving on to the next phase in their education</b>	<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 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>	<ul style="list-style-type: none"> <li>• Pastoral team</li> <li>• Tours of school</li> <li>• Induction days</li> </ul>

