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| ***Using BCC draft risk assessment V21 & V22***  Risk assessment based on Government guidelines on COVID-19 as at 14/05/2020 and remains subject to change at short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). |

**Introduction**

The government plan is for the [phased return of some children](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020) to school from the week commencing 1 June. This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 14/05/2020 and 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 all relevant stakeholders.

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

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

**Severity (outcome) - determine** thepotential injury/health.

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| **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.

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| **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:

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| **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** |
| **Example:**  **Slips, trips and falls**  *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.* | * *Cleaning regime in place.* * *Correct safe substance used for surfaces.* * *Signage available.* * *Cleaners have received training.* * *Introduce hazard reporting system and ensure that staff are aware of school H&S Policy.* * *Undertake specific risk assessment on snow and ice.* * *Remove all trailing cables in admin office.* | **Y** | Review arrangements for new staff i.e ensure the H&S policy to shared /communicated | **3x1=3 Low** |

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| Links to related published guidance notes to be referred to alongside the Model Risk Assessment | |
| **Links to DfE Guidance**  As new guidance is produced weekly, please refer to [**www.gov.uk**](http://www.gov.uk/) for updates  Note from DFE: Schools are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches | <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>  https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020  <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>  <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>  <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>  <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>  <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>  <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-guidance-on-vulnerable-children-and-young-people>  <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>  <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>  <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-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools> (updated 25 May)  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>  (updated 25 May)  <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>  <https://www.gov.uk/guidance/reporting-to-parents-at-the-end-of-key-stages-1-and-2>  <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> |
| **Governance** | As ever, if subscribing schools have questions / queries about governance, they can contact School and Governor Support (S&GS) at [governors@birmingham.gov.uk](mailto:governors@birmingham.gov.uk)  There are also useful prompts and guidance in the following document:  [https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board’s-role-in-the-safe-opening-of.aspx](https://www.nga.org.uk/News/NGA-News/May-2020/The-governing-board's-role-in-the-safe-opening-of.aspx)  Nursery Schools and Nursery Classes should contact the Early Years Service for EYFS queries via email: [EYDuty@birmingham.gov.uk](mailto:EYDuty@birmingham.gov.uk)  ACAS guidance on mental health: <https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus>  HSE guidance on working during coronavirus and related links: <https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm>  NAHT guidance on health and safety duties and schools: <https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-schools/> |

| **Version edits – *please note page numbers may have altered on later iterations*** | | | |
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| **Version No.** | **Section -** Edits | **Page** | **Published** |
| **18** | **Original** |  | **18/05/20** |
| **19** | A number of changes made; many specific to EYFS considerations.  **Introduction –** reference to EYFS guidance added  **Links to DfE guidance –** weblinks to latest guidance dated 15.05.20 added including guidance notes specific to EYFS  **Governance –** contact details for EY team added  **Version Edits –** added in full  **Risk 1.1 – ‘**nursery class’ changed to ‘nursery class/school’  **Risk 1.2 –** EY staff roles added  **Risk 1.3** – added reference to EYFS ratios  **Risk 1.6 –** control measureadded in full, reference to continued nursery admission processes  **Risk 2.1 –** 2 year olds and under 2s added to control measure  **Risk 2.2** – added 2 control measures on EYFS environment  **Risk 2.3 –** added reference to EYFS environment  **Risk 3.2 –** added reference to weekly LA ISEY Panel  **Risk 4.1 –** reference toarrangements for personal care in nursery  **Risk 4.2 –** reference to verbal communication in community language and ensuring family contact details are updated.  **Risk 4.3** **–** added 2 control measures re. bedding and personal items for EYFS  **Risk 5.1 –** added consideration of handover of young children  **Risk 6.1 –** added reference to FSM vouchers provided to eligible families not attending  **Risk 6.2 –** added reference toseeking wraparound care from childminders/PVIs  **Risk 7.1 –** exchange of ‘nurses’ with ‘health visitors’  **Risk 9.1 –** consideration for young pupils and self-care  **Risk 9.2 –** EY Inclusion Support Service named for support  **Risk 9.3 –** NS Trust and Teaching Schools Alliance named for support  **Risk 9.4 -** NS Trust and Teaching Schools Alliance named for support  **Risk 9.5** – addition of earlier educational phases of transition  **Risk 10.2 –** ‘clinically vulnerable’ changed to ‘clinically extremely vulnerable’ as per DfE guidance  **Risk 11.1** – reference to small groups for nursery pupils  **Risk 11.2** – reference to soft furnishings and use of resources within small groups  **Risk 11.4** – reference to children changing facilities being in place  **Risk 13.1** – reference to hand washing of young children  **Risk 14.1** – reference to vigilance towards Covid and other infectious illness in young children in particular  **Risk 14.2** – designated area for young children with symptoms to wait with key worker  **Risk 16.6** – financial support potentially available to EY providers | **1**  **3,4**  **4**  **4**  **4,5**  **6**  **6**  **7**  **8**  **8**  **9**  **9**  **10**  **11**  **11**  **12**  **13**  **13**  **14**  **15**  **17**  **17**  **17**  **18**  **18**  **19**  **20**  **21**  **21**  **22**  **23**  **24**  **27** | **19/05/20** |
| **20** | **Governance –** addition of ‘other resources’ to the section including a link to ACAS and HSE  **Risk 2.2** – additional consideration of staffing changes to cover absences  **Risk 8.1** – compliance of group sizes with DfE guidance  **Risk 11.2** – safe storage of unused furniture  **Risk 11.4** – number of additional considerations: cleaning timetable related to number of pupils accessing facilities; incorporating hand washing in the daily timetable and provision of hand gel in high capacity areas where no hand washing facilities  **Risk 12.1** – agreeing increased hours with cleaning staff  **Risk 13.2** – identifying cleaning roles and responsibilities for each area  **Risk 15.1** – cleaning of reusable PPE items  **Risk 16.2** – arranging a fire drill in accordance with covid plan  **Risk 16.4** – training of other staff in fire marshal duties  **Risk 17.4** – added in full re. managing parent/visitor compliance with social distancing | **4**  **10**  **16**  **21**  **21-22**  **22**  **23**  **25**  **27**  **27**  **29** | **21/05/20** |
| **21** | **Governance –** addition of NAHT guidance  **Risk 9.1** – reference to young carers  **Risk 17** – narrative added on considerations to pupils and staff of protected characteristics including Public Health advice on BAME staff  **Risk 17.1 –** reference to BAME advice and seeking Occupational Health support if needed  **Risk 17.2 –** collecting data on BAME staff numbers  **Risk 17.3 –** collecting data on BAME pupil numbers | **4**  **17**  **28**  **29**  **29**  **30** | **22/05/20** |
| **22** | **Risk 16.1 –** Removal of reference to administering temperature checks of contractors for on site works. This is based on latest PH advice that temperature is not a reliable measure and that it is important that the wider symptoms are considered. Recording a contractors’ name and temperature could also require consent and involve data protection considerations. | **26** | **27/5/20** |
| **23** | **DfE guidance –** addition of 6 further guidance note links re. planning for primary reopening/secondary reopening, safe travelling, pupil performance, reporting to parents and remote learning  **Risk 2.1** – reference of one teacher per ‘bubble’/group of pupils  **Risk 2.2** –reference to ‘bubble’ approach  **Risk 5.2** - reintroduction of school register alongside DfE return  **Risk 7.1/18.1** –reference to BCC safeguarding policy addendum  **Risk 14.1** – reporting Covid-19 case to Public Health England, obtaining a testing kit for staff, HSE RIDDOR reporting  **Risk 17.1** –checking asthma care plans are upto date  **Risk 19 –** a new section on School Transport as a result of 27th May briefing from Urban Transport group | **4**  **9**  **10**  **14**  **16/33**  **25-26**  **31**  **33-36** | **08/06/20** |
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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 |
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| 1. **Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your LA on your plans** | | | | | |
| **Unable to assess likely numbers of pupils returning** | 1x4=4 | Identify numbers of pupils likely to return:   * 2 vulnerable children * 11 critical worker children * Requests from parents (19.5.20) * Yes: 39 * No: 27 * Undecided: 19 * No reply yet: 2 * Phone calls made to all parents/carers to ascertain if they would like a place during the phased return * Emails sent to all parents/carers to ascertain if they would like a place during the phased return | Yes |  | 1x1=1 |
| **Unable to assess required staffing resource**  *(cross reference with risk assessment on staff health and wellbeing)* | 1x4=4 | Identify numbers and roles of staff required to support return:   * Up to 24 children per day in groups of 8 with 1 teacher and 5 TAs (2 staff with each bubble of 8)   Including   * 2 vulnerable children * 11 critical worker children * Teachers – 3 x PT (including 1 x Senco) * 10 TAs (3 PT & 7 FT) (including 2 x DSL & 6 x First Aid) * 1 Office Manager * 1 Building Services Supervisor * HT shielding clinically extremely clinically vulnerable member of family * *(Cross reference with risk assessment on staff health and wellbeing)* | Partly |  | 1x1=1 |
| **Number of staff available is lower than that required to teach classes in school and operate effective home learning or meet the required ratios as required by EYFS** | 2x4=8 | * The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. * Full use is made of those staff who are self-isolating or shielding but who are well enough to post learning online. * Flexible and responsive use of teaching assistants to supervise classes is in place. * A blended model of home learning and attendance at school is utilised until staffing levels improve. * Contingency planning with LA is in place and additional resource identified * Consideration of available testing for school staff is updated according to latest government advice * Policy for updating audit on availability of staff on continuous basis and communicate this with staff and parents. * Policy on sickness management to ensure protocol in place for responding to a suspected case of coronavirus (Staff Health & Well-being Procedure) * If a member of staff is absent, another member of that bubble (who works on the opposite end of the week) will be asked to cover for them. If no member of staff from that bubble is able to cover for them, all children in that bubble will be unable to attend until the member of staff returns to work. | Yes |  | 1x4=4 |

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| **For special schools, specialist post-16 and hospital schools; agree which additional pupils will return irrespective of year groups to achieve a phased return** | N/A | * XXX pupils risk assessed and discussed at panel * Phased return arrangements in place for each pupil * Home to school transport in place * Specialist equipment returned to school/additional equipment made available to support return * XXX number of children remain shielded at home | N/A |  | N/A |

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| Schools lose focus on continuing to apply in-year admissions process including admitting ‘new’ pupils | 2x3=6 | * Review in-year school admissions expectation with key admission staff. * Ensure key school contact and related resources in place. * Ensure timely returns of individual pupil (applications and outcomes through a Pupil Movement Form) and wider cohort data returns. * Ensure speedy admission of children | Yes |  | 1x2=2 |

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| **Nursery School (NS) and Nursery Classes (NC) lose focus on continuing to apply termly admissions process including admitting ‘new’ pupils** | 2x3=6 | * Review EEE termly admissions process * Ensure key school contact and related resources in place * Ensure parental declarations are completed and signed each term | Yes |  | 1x3=3 |

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| 1. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance | | | | | |
| **Plans are not in place to identify number of classrooms required to allow appropriate social distancing for each year group** | 2x3=6 | * SLT and site management review school site and assess which classrooms can accommodate entry/exit points * 31 maximum number of children and staff that can be accommodated in school on any given day (8 or less children & 2 staff per bubble x 3 classrooms) plus 1 office staff. One Teacher on site each day, one DSL & one First Aider in each bubble (where possible) * **Planning guide for EY 24.5.20:** *children aged 3 to 5 years need 2.3 metres squared per child* * 3 classrooms being utilised * 0 unused classrooms that could be utilised * No two year olds offered pace during phased return (In NS/NC where additional space is identified for accommodating 2 year olds and under 2’s then the school will need to register the space for use with Ofsted using the current interim process) | Yes |  | 1x4=4 |
| **Classroom arrangements do not currently allow for adequate social distancing** | 8x3=12 | * Agreed new timetable and confirmed arrangements for each group. * Arrangements in place to support pupils when not at school with learning at home. * Classroom size and numbers reviewed through daily planning * Class sizes and timetables/staffing amended allowing for reduced numbers in line with government guidance (i.e. a maximum of 8 children pupils per bubble) * Classrooms re-modelled, with chairs and desks in place to allow for social distancing. * Spare chairs removed from desks so they cannot be used. * Clear signage displayed in classrooms promoting social distancing. * Hand washing facilities identified for each learning zone * Groups stay together with their teacher & TAs and do not mix with other pupils. * Consideration of staffing changes to cover absence – minimising changes to each bubble * The EYFS environment is re-organised to meet requirements of social distancing * Children in EYFS are organised into small groups Children in EYFS are organised into small groups or ‘bubbles’ with a key worker and do not mix with other children or other small groups * with a key worker and do not mix with other children or other small groups * Lunch room not to be used to minimise use of communal spaces (lunches eaten picnic style outdoors or in base classrooms) * Forest School area used – hands washed before & after session and separate resources for each group * **Planning guide for EY 24.5.20:** *While it is not expected that children and staff within a group will keep 2 metres apart, it is important for settings to consider how they can reduce contact between groups of children by ensuring children and staff mix in a small consistent group and that small group stays away from other groups.* | Yes | * Staff to keep a 2 metre distance from each other as reasonably practicable. * Children grouped in ‘bubbles’ of 8 or less * Consistent staff for each ‘bubble’ as far as possible (though may not always be possible if staff are absent) * When children are upset staff should comfort children side-on, avoiding close contact with the child’s face * Each bubble to have own base classroom & demarcated outdoor space * The cones and tape dividing the playground will be left out all the time, and moved back as necessary to allow for arrival and departure of each bubble. * Keep doors to playground, windows and skylights open as far as possible to ensure ventilation * Children reminded of the importance of social distancing. * Maintain a 2 metre rule between each activity where possible and where possible minimise the amount of children in each activity area. * No group/circle time activities * Storytime outside with children seated as far apart as is possible * Limited resources provided each day for each bubble * Resources cleaned every day * Resource cupboards and shelving turned backwards so not available to children * Soft toys, cushions, weighted blankets etc removed (not easily cleaned) * Rugs removed * Toys with intricate parts removed * Signage promotes good hygiene practice | 2x3=6 |
| **Appropriate planning for the use of alternative spaces not currently in place to meet shortfall** | 3x3=9 | * Use of zoned outdoor areas as much as possible * No use of lunch room – children to picnic outdoors weather permitting or in base classroom * Identify reasons for large space use * Large gatherings eg singing altogether prohibited. * Design layout and arrangements in place to enable social distancing * The EYFS environment is re-organised to meet requirements of social distancing | Yes | * Children encouraged to be outdoors as much as possible * Freeflow indoors & outdoors provided for each bubble * No circle times or group times * Forest School area used – hands washed before & after session and separate resources for each group | 2x3=6 |
| 1. **Prioritising provision** | | | | | |
| **Plans to accommodate children of critical workers and vulnerable children who will be accommodated alongside returning year groups not in place** | 1x4=4 | * Review numbers of children returning according to status and year group (as per 1.1) * Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school. * Pastoral and SEND support is deployed wherever possible to support prioritised pupils. * Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds. * A plan is in place for the phasing in of the other cohorts, when guidance on numbers of children in bubbles changes | Yes |  | 1x4=4 |
| **Insufficient support is available for vulnerable and/or disadvantaged children as numbers of pupils increase.** | 2x4=8 | * Support for individual pupils is planned through risk assessment and any issues addressed through SLT discussion * Put in place provision for the return of pupils with SEND in conjunction with families * Bring any support requests to weekly LA SEND Panel * Support for pupil/parent anxiety about return to school and vulnerability to COVID-19 * Requests for support for vulnerable families sent through Early Help Hubs * LA support for individual or complex cases * NS/NC bring any support requests to weekly LA ISEY Panel | Yes | * Weekly calls from Senco * Fortnightly welfare calls from key persons | 1x4=4 |
| 1. **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** | | | | | |
| **Parents and carers are not fully informed of the health and safety requirements for the reopening of the school** | 2x4=8 | * 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. * A COVID-19 section on the school website is created and updated clearly showing arrangements for arriving/collecting pupils * Parent and pupil handbooks created reflecting changes to usual school policy * Advice is made available to parents on testing for COVID-19 * NS/NC include arrangements for personal care eg. nappy changing/feeding/sleep arrangements etc | Partly | * Parents & carers to sign declaration that they understand and agree to abide by the safety measures | 1x2= 2 |
| **Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19** | 2x4=8 | * 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. * Clear procedures in place where a child falls ill whilst at school with reference to the school’s infectious diseases policy * Ensure contact details of families are up to date. | Yes | * Parents & carers to sign declaration that they understand and agree to abide by the safety measures | 1x3= 3 |
| **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** | 2x3=6 | * Request daily changes of clothes where possible to reduce the risk of infection * Refer to school’s hygiene policies * Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family * Brokerage of access to FTB resources to support mental health and wellbeing, including anxiety of returning to school for pupils and parents * <https://www.forwardthinkingbirmingham.org.uk> * NS/NC arrangements in place to change bedding regularly to reduce the risk of infection * Consideration given to personal items of children – Soothers, comforters, nappies, personal toys. | Yes | * Parents & carers are made aware of the school’s infection control procedures in relation to coronavirus via letter, posters or social media – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus. * Pupils are made aware of the school’s infection control procedures in relation to coronavirus via school staff and are informed that they must tell a member of staff if they feel unwell. * Parents informed that conversations with staff will be either over the phone or via email | 1x3=3 |
| 1. **The school day**   **This section should be considered in conjunction with** <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> | | | | | |
| **The start and end of the school day create risks of breaching social distancing guidelines** | 4x4=16 | * Start and departure times are staggered. * The number of entrances and exits to be used is maximised. * Different entrances/exits are identified and used for different groups. * Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use. * A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. * Floor markings are visible where it is necessary to manage any queuing. * Attendance patterns have been optimised to ensure maximum safety. * 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. | Yes | * Staggered start & end times for each bubble in 10 minute slots with 5 minutes allowed between each slot * Front entrance gate propped open during drop off and collection times and closed at all other times * 2 metre rule while parents are waiting for staff to receive their children, with tape lines marked out in front area * One staff member to stand at gate to receive children from parents/dismiss them to parents * If parents do not arrive at their allocated time, they will have to wait until all the other bubbles have arrived/been collected to avoid mixing bubbles * Parents will be asked to give their password each day, as staff may not know them by sight * Only one parent or carer attending to collect or drop off the child, to keep numbers to a minimum * Parents not allowed into school and will not come past first gate * One of staff from bubble stands by the gate (on right of building), lines marked out 2 metre intervals, parents give child to teacher, maintaining 2m distance * Each bubble to wait on bench on arrival & departure * Children released to go home when parent is next in queue and child will be fetched from bench * If a child refuses to walk in, staff will not take them from their parent, and the parent will be asked to take them home. * Parents and carers will leave their child’s lunch box on the trolley which will be next to the gate, on the appropriate shelf for their bubble * Communication exchanged with parents via email and telephone calls rather than talking to staff at start and end of the day * Parents asked to explain new arrangements to their child to prepare them * Social Story created and sent to every family to explain new arrangements | 2x3=6 |
| **Daily attendance registers for new cohorts are not in place and DfE online educational setting status form to provide daily updates on how many children and staff are in school is not completed** | 1x4=4 | * Office Manager responsible for completion of daily attendance registers (school and DfE) * Office Manager responsible for completion of BCC vulnerable/key worker children attendance weekly submission * Report to responsible body (Governing Body) * Reintroduce main school register as more children/new year groups are introduced to the school | Yes | * Staff to complete attendance registers for each bubble & Office Manager to complete on SIMS * Each bubble to write a list on whiteboard of who is in each day | 1x4=4 |
| 1. **Provision for meals and FSM** | | | | | |
| **Pupils eligible for free school meals do not continue to receive vouchers on the days that they are not in school** | 3x3=9 | * FSM Voucher scheme is continued * Office Manager is tasked with ensuring that pupils eligible receive free meals when in school and continue to receive vouchers/school meals when not in school. Seek support from LA for clarification on circumstances where there is inevitable cross-over * Issues with food poverty to be addressed through application to Early Help Hubs * FSM vouchers are given to families who are not in attendance and are eligible. | Yes | * All children, attending or not to receive FSM Voucher scheme vouchers or Asda vouchers so that free school meal lunches do not need to be collected from local school kitchen to minimise social contact * Shelves in fridge labelled for each bubble * Parents & carers asked to clearly label lunch bags *on outside of bag* * Children to be supervised by staff when washing their hands before lunch * Children to eat outside whenever possible picnic style * Children must not are share cutlery, cups or food. * Staff to wear gloves when touching lunch boxes or picking up & disposing of leftover food * Children will have fruit & drinks with their own bubble all at the same time * Ensure the kitchen surfaces have been wiped down with a mild disinfectant before and after preparing snacks and drinks. * Wear gloves when preparing any fruit * Use disposable paper cups for children’s drinks * When clearing up ensure gloves are worn when picking up / disposing of leftover food. * Wash all utensils in dishwasher on a hot setting every day | 1x3=3 |
| **The school is unable to provide breakfast clubs, lunch clubs and after-school clubs** | 4x2=1 | * <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> * Continuation of wrap-around not possible while maintaining separate ‘bubbles’ * Consideration of use of space for food preparation and consumption * Communicate decisions to parents * Collaborate with other schools where there are arrangements in place * Seek support from LA * Seeking wraparound services from other providers such as PVIs and Childminders | Yes |  | 4x1=4 |
| **Meals are not available for all children in school** | 2x3=6 | * Communication with catering provider to consider options based upon numbers of pupils in school * Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures. * Safe food preparation space, taking account of social distancing * Alternative arrangements in place for provision of school meals * Usual considerations in place for dietary requirements | Yes | * Most children bring a packed lunch as usual * Vouchers provided for all children eligible for FSM | 1x4=4 |
| 1. **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** | | | | | |
| **School safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19** | 1x4=4 | * Safeguarding remains highest priority and policy is updated to reflect changes * All staff are briefed on updated safeguarding arrangements, including those contacting families of pupils that are not attending school * All DSLs have swift access to advice from LA, CSC, school / health visitors and police (LA has provided contact details) * School to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements * Expectations to be shared with pupils in the event of the need to evacuate the building in an emergency * Reference to [an addendum for the BCC Model Safeguarding Policy](https://www.birmingham.gov.uk/downloads/file/15923/covid-19_safeguarding_policy_addendum). | Yes | * Fortnightly welfare calls to be made to all families not attending by key persons during non contact time | 1x4=4 |
| **High risk of increased disclosures from returning pupils** | 2x4=8 | * DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from pupils * Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision * Multi-agency arrangements in place to support early help * School is aware of support through Early Help Hubs * Advice is available through CASS, BCC Safeguarding and BCC Prevent Team | Yes | * DSL at on site every day * Fortnightly welfare calls to all families not attending | 1x4=4 |
| **Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for pupils returning to school** | 2x3=6 | * 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. | Yes | * Staff have access to Educational Psychology services & Help Employee Assistance for support | 1x4=4 |
| 1. **Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting** | | | | | |
| **Pupils’ behaviour on return to school does not comply with social distancing guidance** | 4x3=12 | * Clear messaging to pupils on the importance and reasons for social distancing is 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. * Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice * Staff model social distancing consistently. * The movement of pupils around the school is minimised. * Large gatherings are avoided and group sizes comply with DfE guidance. * Break times and lunch times are structured to support social distancing and are closely supervised. * The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents. * Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. * Messages to parents reinforce the importance of social distancing. | Yes | * **Planning guide for EY 24.5.20:** *It is not expected that children and staff within a group will keep 2 metres apart, it is important for settings to consider how they can reduce contact between groups of children and staff as far as possible.* * Children remain in bubble of 8 or less children separate from other bubbles * Children encouraged to play outside as much as possible * Children reminded of the importance of thoroughly washing their hands after using the toilet and where possible accompany them to ensure this is carried out. * Where children have behavioural issues: * Where possible allow the child to vent their frustrations away from other children * If team teach techniques are required, it is advised face coverings and gloves are worn. * If a child is upset, * Comfort child side on, being mindful of keeping a distance from their face if possible * Encourage child to use a tissue to wipe eyes/nose etc. * Wash hands after contact | 2x3=6 |
| 1. **Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to ‘catch up’ support** | | | | | |
| **Pupils may have fallen behind in their learning during school closures and achievement gaps will have widened** | 3x3=9 | * Gaps in learning are assessed and addressed in teachers’ & TAs interactions with children * Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. * Plans for intervention are in place for those pupils who have fallen behind in their learning and are supported through home learning * Consider the response to young children who have fallen behind in their self care skills * School is aware of pupils who are young carers and have targeted support for online learning where they are unable to return to school | Yes | * Children encouraged to be outdoors as much as possible * Playground divided so that each bubble’s classroom had an outdoor area to freeflow in and out. * Continue to provide an environment that invites learning across all 7 areas. * Planning in the moment – discuss (at 2 metre distance) with teachers at end of the day * Teachers to get resources * Books – each bubble to have 3 sets of 4 or 5 books. These sets of books should be rotated so that books are taken out of circulation for 72 hours after use * All bubbles to have access to painting and playdough (fresh each day) * Separate resources for each bubble – not to be shared between bubbles * Resources for painting, sticking, cutting and construction available in each bubble * Mud kitchen will remain open, with limited tools that are cleaned each day in community room dishwasher (only accessible by Bubble 3) * Each outdoor area to have a tyre with compost and stones and a few digging resources * The A frame will be cleaned at the end of each week and moved between Bubble 1 & Bubble 2 * Each group will be timetabled for a 45 minute session in Forest School area each day * Hands washed before & after each session * Separate resources for each bubble to be used in Forest School area & stored separately * Set of waterproofs for each bubble | 2x3=6 |
| **School unable to meet full provision required in line with EHCP** | 3x3=9 | * Review individual pupil’s EHCP to consider what can reasonably be provided whilst in school * Where EHCPs have been adapted to make allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan * Access support through health and social care offer * Support offered through LA SEND Panel/ Early Years Inclusion Support Service | Yes | * Awaiting EHCP for 2 children * Staff receive copies of support plans and strategies to support any children with SEND in their bubble | 2x3=6 |
| **Operational needs of school create insufficient resource to support ongoing learning offer for eligible pupils who can’t attend school, as well as those that continue to be out of school** | 2x3=6 | * Teachers to continue to post online learning on Tapestry, emails & Facebook * NS engage with NS Trust and Teaching Schools Alliance to discuss arrangements to support ongoing learning offer for pupils who can’t attend school * Review online offer for pupils that are unable to attend school * Learning offer for pupils unable to access online resources * Access Early Help Hub support for those pupils affected by ICT poverty * Differentiate offer for eligible children that can’t attend school to support future transition | Yes |  | 1x3=3 |

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| **No current plans on how to approach ongoing learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups** | 3x3=6 | * Review numbers of children attending school who are not in the returning year groups * Engagement of appropriate services for families not engaging * Identify staff resource to manage curriculum offer * Set out short/medium term offer for this group of children * Planning scheduled for longer term offer * Curriculum leads in school meet regularly to review impact of plan * NS engage with NS Trust and Teaching Schools Alliance to plan for the above | Yes |  | 1x3=3 |

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| Pupils moving on to the next phase in their education are ill-prepared for transition | 3x2=6 | * A plan is in place for pastoral staff to speak with pupils and their parents about the next stage in their education and resolve any issues. * There is regular and effective liaison with the destination institutions (e.g. From PVI setting to Nursery School/Nursery Class/Reception, primary, secondary schools, post-16 providers, universities, apprenticeship providers) to assist with pupils’ transition. * Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts. * Virtual tours of the school are available for parents and pupils. * Online induction days for pupils and parents are planned. | Yes |  | 1x3=3 |
| 1. **Content and timing of staff communications including bringing in staff in advance of pupils returning** | | | | | |
| **Staffing levels can’t be maintained** | 4x4=16 | * Only the staff required to be in school are in school, to maintain safeguarding and ratios * Contingency planning in place at appropriate levels, e.g. SLT, DSLs, first aid qualified staff * Advice sought from LA to support staffing levels or support eligible children to access provision through another school * Chair of responsible body kept informed throughout | Yes |  | 2x3=6 |
| **Identify staff unable to return to school** | 4x4=16 | * 1 staff clinically vulnerable or living with someone who is clinically vulnerable, unable to attend school and social distancing cannot be adhered to on site, but can work effectively from home, for example supporting remote education, or safeguarding calls * Identify specific activities for staff who are vulnerable/shielded | Yes |  | 2x3=6 |
|  |  |  |  |  |  |
| **Staff are insufficiently briefed on expectations** | 2x3=8 | * Staff receive daily/weekly briefings on day to day school matters and evolving working arrangements around pupils returning to school * 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 * Flexible working arrangements needed to support any changes to usual working patterns are agreed * Staff workload expectations are clearly communicated * Schedule what staff training is needed to implement any changes that the school plans to make, either delivered remotely or in school | Yes | * All staff, returning back to work to ensure they are aware of the current guidelines in regard to safe distancing and washing hands on a regular basis. * All staff are able to access the following information on-line for up to date information on COVID-19 * Public Health England * Gov.co.uk * NHS * DfE * Department for Health and Social Care * Staff are made aware of the school’s infection control procedures in relation to coronavirus via email or staff meetings and contact the school as soon as possible if they believe they may have been exposed to coronavirus. * The school staff report immediately to the headteacher about any cases of suspected coronavirus, even if they are unsure. * The headteacher contacts the local HPT or follows the advice given from and discusses if any further action needs to be taken. * Schools put into place any actions or precautions advised by their local HPT. * Schools keep staff, pupils and parents adequately updated about any changes to infection control procedures as necessary. | 1x4=4 |
| 1. **Protective measures and hygiene**   **This section should be considered in conjunction with** <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> | | | | | |
| **Measures are not in place to limit risks and limit movement around the building(s). Social distancing guidance is breached when pupils circulate in corridors as pupils are unable to or do not observe social distancing at break and lunch times** | 4x3=12 | * Consider classroom layouts, entry and exit points, staggered starts at break times, class sizes, lunch queues, use of communal staff areas as detailed in 2 and 5 * Circulation plans have been reviewed and amended. * One-way systems are in operation where feasible. * Corridors are divided where feasible. * Circulation routes are clearly marked with appropriate signage. * Any pinch points/bottle necks are identified and managed accordingly. * The movement of pupils around school is minimised as much as possible. * Where possible, pupils stay in classrooms and staff move around. * NS/NC children are organised in small groups with a key worker and move around with them. * Lesson change overs are staggered to avoid overcrowding. * Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. * Appropriate supervision levels are in place. * Agree how safety measures and messages will be implemented and displayed around school | Yes | * Classroom doors rehung between Sunflowers & Poppies rooms * Minimal furniture in rooms – excess chairs removed * Each bubble to enter through own set of classroom doors to the playground * Staggered start and end to the day for each bubble, with 5 minute gap in between * Each bubble to contain no more than 8 children and 2 staff * Lunches to be eaten picnic style outside where possible * Staff to maintain 2 metre distance from each other at break times in staff room * Staff to get own drinks and put in dishwasher after use * Entrance gate – parents to leave children at first gate and receiving staff to stand by second gate * Pupils stay in own classrooms and designated outdoor area * Appropriate supervision levels are in place. * Safety measures and messages discussed with children daily * No items or toys to be brought to or from home, including drinks bottles (except lunch boxes) | 2x3=6 |
| **The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures** | 4x3=12 | * Home base arrangements in place. * Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance (i.e. a maximum of 15 pupils per class or in accordance with EYFS guidelines). * All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture. * All soft furnishings/toys have been removed in EY environment * Resources are arranged to be used by small groups to limit the risk of cross contamination. * Arrangements are reviewed regularly. | Yes | * A maximum of 8 pupils per classroom & designated outdoor area with 2 adults. | 1x3=3 |
| **Staff rooms and offices do not allow for observation of social distancing guidelines** | 3x3=9 | * Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. * Staff have been briefed on the use of these rooms. | Yes | * Only one person to use Admin office at any one time * Staff to maintain 2 metre distance in staff room * Staff must make their own drinks/food * All cups, dishes and cutlery to be washed in the dishwasher at the highest temperature daily | 2x3=6 |
| **Queues for toilets and handwashing risk non-compliance with social distancing measures** | 3x3=9 | * Queuing zones for toilets and hand washing have been established and are monitored. * NS/NC have arrangements in place to meet the staffing requirements when changing nappies and responding to children changing requirements. * Floor markings are in place to promote social distancing. * Pupils and staff know that they can only use the toilet one at a time. * Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. * The toilets are cleaned frequently to take account for the number of pupils accessing the facilities. * Monitoring ensures a constant supply of soap and paper towels. * Bins are emptied regularly. * Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Handwashing is incorporated into the daily timetable. * Provision of hand gel is made available where there are no handwashing facilities, e.g. reception areas and entry and exit points. | Yes | * Boxes of tissues available on all tables and in all outdoor areas * Tissues disposed of in a disposable rubbish bag and staff and children should immediately clean their hands with soap and water or use a hand sanitiser. (catch it, bin it, kill it) * Staff should avoid touching their mouth, eyes and nose. * Staff should cover their mouth and nose with disposable tissues when they cough or sneeze and encourage children to do the same. * If a tissue is not available, staff should sneeze into the crook of their elbow, not into their hand. * Pupils, staff and visitors are encouraged to wash their hands with soap or alcohol-based sanitiser (that contains no less than 60% alcohol) and follow infection control procedures in accordance with the DfE and PHE’s guidance. * Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels/hand dryers are supplied in all toilets and kitchen areas. * Children to be supervised by staff when washing their hands to ensure it is carried out correctly, where possible. * Children must not are share cutlery, cups or food. * All cutlery and crockery are thoroughly cleaned in dishwasher on highest temperature each day | 2x3=6 |
| 1. **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** | | | | | |
| **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** | 3x3=9 | * A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. * An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. * Working hours for cleaning staff are increased in agreement with staff. * Seek LA support to manage insufficient capacity | Yes | * BSS to carry out daily, comprehensive cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. * All education, childcare and children’s social care settings should follow the Public Health England (PHE) [guidance on cleaning for non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings). * Agency cleaner to supplement work of BSS & enable cleaning of toilets, sinks & toilet areas at lunchtime * Staff should regularly clean all frequently touched surfaces, equipment, door handles, and toilets, used during the day, will need to be cleaned thoroughly several times a day. * All toys and resources cleaned at the end of the day by immersing in large plastic box with warm soapy water and left to dry overnight * Staff in each bubble to clean resources in own bubble/classroom * Staff should use the usual cleaning products such as detergents and bleach to do this * All hard surfaces to be cleaned on a regular basis with a mild disinfectant or disinfectant spray, this will include * All door handles * All tables and chairs used by staff and pupils * Toilet flushes and regular cleaning of toilets. * Wear gloves whilst carrying out this task and wash hands after cleaning. * All classrooms to have spray disinfectant and where possible disposable cloths. If disposable cloths are not available use once and then put in wash. * Regular cleaning of surfaces will reduce the risk of spreading the virus. * All used cloths thrown away to be double bagged and then placed in a secure area i.e. lockable bin. | 2x3=6 |
| **Procedures are not in place for Covid-19 clean following a suspected or confirmed case at school** | 4x4=16 | * BSS is aware of the guidance for cleaning of non-healthcare settings [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * Plans are in place to identify and clean all areas with which the symptomatic person has been in contact * Sufficient and suitable equipment is available for the required clean * Adequate waste disposal arrangements are in place to dispose of contaminated equipment * Alternative arrangements are in place for vulnerable pupils and key worker families in case the school needs to close for a Covid-19 clean * Seek LA support * BSS is aware of the guidance for cleaning of non-healthcare settings [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) | Yes |  | 1x4=4 |
| 1. **Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, toys practical equipment** | | | | | |
| **Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established** | 2x4=8 | * An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. * Appropriate measures to supervise effective hand washing of young children are in place * Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day * Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. | Yes | * Staff should wash their hands on arrival at nursery, and frequently during the day, after touching their face, blowing their nose, sneezing or coughing, and before eating or handling food. * To clean hands staff should wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly. * If this is not possible, use alcohol hand rub/sanitiser ensuring that all parts of the hands are covered. * Staff will supervise children while washing their hands * Children will be directed to wash their hands on arrival, before and after eating, before departure and frequently throughout the day * Disposable tissues placed throughout the setting to implement ‘catch it, bin it, kill it. * Ensure the availability of lidded bins, preferably operated by a foot pedal, and that tissues are immediately disposed into bins and that these are emptied throughout the day. * Wear gloves when preparing any fruit * Ensure the kitchen surfaces have been wiped down with a mild disinfectant before and after preparing snacks and drinks. * Use disposable paper cups for children’s drinks * Children will sit apart where possible * When clearing up ensure gloves are worn when picking up / disposing of leftover food. * Wash all utensils in dishwasher on a hot setting every day | 1x4=4 |
| **Inadequate supplies and resources mean that shared items are not cleaned after each use** | 3x4=12 | * Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff * Prevent the sharing of stationery and other equipment where possible. * Shared materials and surfaces cleaned and disinfected more frequently * 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 * Roles and responsibilities identified for each area with cleaning resources, e.g. each class is allocated their own cleaning products * The governing board finance committee is aware of any additional financial commitments | Yes | * No shared resources taken home – eg ‘Take home bear’ or library books during this period * Limit resources in classrooms to those that can be cleaned each day – remove excess resources & turn cupboards around so that children cannot access them * Remove cushions and soft toys * Limit the sharing of stationery and other equipment to children within a bubble * Separate resources for each bubble to be used at Forest School * All items that are laundered within the setting, for example towels, flannels and bedding, are washed in line with guidance on [cleaning in non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) and that these items are not shared by children between washes. *(Use the warmest water setting and dry items completely.)* | 1x4=4 |
| 1. **School level response should someone fall ill on site in line with govt guidance (also see 1.12 and 1.15)** | | | | | |
| **Staff, pupils and parents are not aware of the school’s procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school** | 3x4=12 | * Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. * Staff caring for young children are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice. * This guidance has been explained to staff and pupils as part of the induction process. * Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. * Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines * Report cases of to the Health Protection Team in Public Health England using the online reporting system available here: <https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I> 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. * 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. <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested> * Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR. * *For maintained schools where the council is the employer of staff and schools who are subscribed to the service from the council’s safety team, any RIDDOR reporting requirements will be done for you by the safety team. If you have informed the council (by inputting sick absence data into SAP using the specific codes for COVID-19 absence or by informing* [*andy.field@birmingham.gov.uk*](mailto:andy.field@birmingham.gov.uk)*.* | Yes | * Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing and high temperature, and anosmia and are kept up to date with national guidance about the signs, symptoms and transmission of coronavirus. * If a child or staff member has, or are showing symptoms of, coronavirus (a new continuous cough or fever, or anosmia), or have someone in their household who is, they should not be in a childcare setting, school or college. They should be at home, in line with the [guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). * When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self isolate for 7 days. * Their fellow household members should self isolate for 14 days. * All staff and students who are attending the school should go and be tested for coronavirus if they display symptoms * Where the child or staff member tests positive, the rest of their class/group should be sent home and advised to self isolate for 14 days. (The other household members of the wider class/group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms * Parents are informed not to bring their children to school or on the school premises if they show signs of being unwell and believe they have been exposed to coronavirus. * Staff and pupils do not return to school before the minimum recommended exclusion period (or the ‘self-isolation’ period) has passed, in line with national guidance. * Parents notify the school if their child has an impaired immune system or a medical condition that means they are vulnerable to infections. * The school in liaison with individuals’ medical professionals where necessary, reviews the needs of pupils who are vulnerable to infections. * Any additional provisions for pupils who are vulnerable to infections are put in place by the headteacher, in liaison with the pupil’s parents where necessary. | 2x3=6 |
| **Arrangements to isolate individuals displaying symptoms of COVID-19 are not in place** | 3x4=12 | * School’s medical room/space has been assessed to ensure social distancing and isolation measures are not compromised * For very young children there is a designated area available where a key person can continue to support the child away from the rest of the group until collection by parent/carer. * Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. * 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. | Yes | * Communicate protocol to parents and carers and ensure they understand their role and will be available to collect their child if necessary * Any pupil or member of staff who displays signs of being unwell, such as having a cough, fever or difficulty in breathing, and believes they have been exposed to coronavirus, is immediately taken out of the class and placed in an area where they will not come into contact with others and are supervised at all times. * The relevant member of staff calls for emergency assistance immediately if pupils’ symptoms worsen. * While waiting to be collected, the child will be taken into the entrance or foyer area. If suitable weather, the child should be kept outside with the member of staff wearing PPE, the office staff ensuring that the front gates are locked. If the weather is not suitable, the child should be kept in the foyer area with the front doors open. * The parents of unwell pupils are informed as soon as possible of the situation by a relevant member of staff. * Where contact with a pupil’s parents cannot be made, appropriate procedures are followed in accordance with those outlined in governmental guidance. * Unwell pupils who are waiting to go home are kept in an area where they can be at least two metres away from others. * Areas used by unwell staff and pupils who need to go home are appropriately cleaned once vacated, using a disinfectant and care to be taken when cleaning all hard surfaces. * If unwell pupils and staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection. * Anyone who begins to display coronavirus symptoms while in the setting should be sent home immediately and follow government guidelines on [what to do if you or someone in your household develops symptoms](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). * Any medication given to ease the unwell individual’s symptoms, e.g. Paracetamol, is administered in accordance with the Administering Medications Policy. * Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with guidance, using PPE at all times. * A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn. If a risk assessment determines there is a risk of splashing to the eyes, for example from coughing or spitting, then eye protection should also be worn. Settings should ensure they are prepared to respond in line with the [guidance on protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) and [guidance on using PPE in education, childcare and children’s social care settings](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care). * Once the child or member of staff has left the setting, settings should follow [Cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely. * All staff and children who are attending a childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested. * Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. * If the child or staff member tests positive, the rest of their immediate group within their setting should be sent home and advised to self-isolate for 14 days. * As part of the national test and trace programme, if other cases are detected within the setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise settings on the most appropriate action to take. In some cases a larger group may be asked to self-isolate at home as a precautionary measure. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. | 2x3=6 |
| 1. **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** | | | | | |
| **Provision of PPE for staff where required is not in line with government guidelines** | 3x4=12 | * Government guidance on wearing PPE is understood, communicated * Sufficient PPE has been procured through normal stockist * PPE requirements have been risk assessed against scenarios produced by Public Health Birmingham * 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. * Staff are reminded that wearing of gloves is not a substitute for good handwashing. * Seek LA support for emergency PPE stock * Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance | Yes | * Current Government guidance states that   *The majority of staff in education, childcare and children’s social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others.*   * However, staff who would feel more comfortable wearing non medical grade PPE, including gloves, aprons, face coverings and visors should feel free do so. | 2x3=6 |
| **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** | 3x4=12 | * Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios * Sufficient stock has been ordered using school’s usual suppliers * Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place * Health and safety governors are satisfied that arrangements are in place and in line with DfE guidelines | Yes | * Current government advice states:   *PPE is only needed in a very small number of cases:*   * *children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way* * *PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms* * *Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.* * When staff are carrying out any intimate care they **must:** * Wear gloves * Wear an apron * They may choose to wear a face covering or visor * Nappies, wipes etc. must be double bagged and placed into a hazardous waste bin * Soiled clothes to be double bagged and given to parents on collection of child. * Staff must wash their hands once gloves and masks are removed * When staff are carrying out any First Aid they **must:** * Wear gloves * Wear an apron * They may choose to wear a face covering or visor * Wipes etc. must be double bagged and placed into a hazardous waste bin * Always wash hands after contact * Whenever possible a member of staff from the child’s ‘bubble’ should carry out their first aid. * Where any medications are administered try and encourage the pupils to self-administer or consider wearing a face covering (always refer to up to date information from Gov.UK)   Where PPE is recommended:   * a facemask should be worn if a distance of 2 metres cannot be maintained from someone with symptoms of coronavirus * if contact is necessary, then gloves, an apron and a facemask should be worn * if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn   When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on [how to put PPE on and take it off safely](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures) in order to reduce self-contamination.  Face masks must:   * cover both nose and mouth * not be allowed to dangle around the neck * not be touched once put on, except when carefully removed before disposal * be changed when they become moist or damaged * be worn once and then discarded - hands must be cleaned after disposal | 2x3=6 |
| 1. **Managing premises related issues** | | | | | |
| **There is no agreed approach to any scheduled or ongoing building works therefore** **contractors on-site whilst school is in operation may pose a risk to social distancing and infection control** | 2x4=8 | * 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. * An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. * Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained. * 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. * Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. * In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). * Premises governing board committee is aware of planned works and associated risk assessments | Yes | * Statutory inspections to continue but with social distancing in place at all times. * In-house inspections should continue to ensure the school remains as safe as possible. * Where contractors are coming into school they must have up to date Risk Assessments and Method Statements. * Control measures regarding the Coronavirus must be included within their RAMs. * School to ensure no pupils or staff are in the area where contractors are working. * Contractors will be designated a toilet they can use whilst on site. * Contractors will be responsible for removing all rubbish they have created and to clean their area of work prior to leaving. * They must ensure no workers are displaying any signs or symptoms of Coronavirus prior to entering the school site. * If they become aware of a contractor coming down with symptoms within 14 days of being at the school they must inform the school immediately. | 1x4=4 |
| **Fire procedures are not appropriate to cover new arrangements** | 2x4=6 | * Fire procedures have been reviewed and revised where required, due to:   + Reduced numbers of pupils/staff   + Possible absence of fire marshals   + Social distancing rules during evacuation and at muster points   + Possible need for additional muster point(s) to enable social distancing where possible * Staff, pupils and governors have been briefed on any new evacuation procedures. * Incident controller and fire marshals have been trained and briefed appropriately. * Fire drill arranged in line with Covid plan. | Yes |  | 1x4=4 |
| **Fire evacuation drills - unable to apply social distancing effectively** | 8x4=8 | * Plans for fire evacuation drills are in place and are in line with social distancing measures. | Yes | * All staff and children’ emergency contact details are up-to-date, including alternative emergency contact details, where required. * Children’ parents are contacted as soon as practicable in the event of an emergency. * Staff and children’ alternative contacts are contacted where their primary emergency contact cannot be contacted. | 1x4=4 |
| **Fire marshals absent due to self-isolation** | 3x3=9 | * An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. * Staff appropriately trained in fire marshal duties as required. | Yes | Teacher in charge to respond as Fire Marshall | 1x3=3 |
| **Statutory compliance has not been completed due to the availability of contractors during lockdown** | 1x4=4 | * All statutory compliance is up to date. * Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. * LA support is in place | Yes | * Building has remained open during lockdown | 1x4=4 |
| **The costs of additional measures and enhanced services to address COVID-19 when reopening puts the school in financial difficulty** | 2x3=6 | * Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. * LA finance team has been consulted to identify potential savings in order to work towards a balanced budget. * Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. * Additional sources of income are under exploration. * The school’s projected financial position has been shared with governors and LA or trust. * NS/NC are aware of financial support available to support sustainability (LT to confirm) | Partly | * Additional cost pressures due to COVID-19 to be identified and an end-of-year forecast which factors them in produced * LA finance team consulted to identify potential savings in order to work towards a balanced budget. * Financial support for nursery schools to be accessed when available | 2x3=6 |
| 1. **Ensure you have considered the impact on staff and pupils with protected characteristics including race and disability in developing you approach** | | | | | |

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| **Considerations**   * Nationally the [ONS analysis](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/articles/coronavirusrelateddeathsbyethnicgroupenglandandwales/latest) 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. * There doesn’t appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die. * 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 **diabetes, kidney disease** and **high blood pressure**, 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 * The [NHS risk assessment](https://www.fom.ac.uk/covid-19/update-risk-reduction-framework-for-nhs-staff-at-risk-of-covid-19-infection) 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. * 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. * 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 [living with someone who is shielded](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#living-with-other-people). * 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. |

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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 | * An equality impact assessment is undertaken for staff and pupils * 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. * Records are kept of this and regularly updated e.g. check children and staff who have asthma have up to date care plans. * 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. * 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. * All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. * Current government guidance is being applied. * Consider advice from Public Health England regarding BAME staff in section above. * Seek advice from Occupational Health Service * Regular welfare calls with staff team, including update on health conditions & medical advice | Partly | * Equality impact assessment undertaken for staff and pupils | 2x3=6 |
| **Staff, particularly those from BAME heritage, are reluctant to attend school due to the media coverage on deaths related to coronavirus.** | 3x3=9 | * No. of BAME staff = 3 * No. of BAME staff risk assessed and requiring to remain shielded at home = 0 * No. of BAME staff able to return but requiring additional support = 0 * Staff are encouraged to focus on their wellbeing. * Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. * Staff briefings and training have included content on wellbeing. * Staff briefings/training on wellbeing are provided. * Staff have been signposted to useful websites and resources. | Yes | * Regular welfare calls with staff team, including information on well being & workload | 2x3=6 |
| **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 | * No of BAME pupils = 37 * No of BAME pupils risk assessed and requiring to remain shielded at home = 0 * No of BAME pupils able to return but requiring additional support = 0 * There are sufficient numbers of trained staff available to support pupils and parents with these anxieties. * 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 * School arrangements demonstrating social distancing measures are shared with parents and pupils * Resources/websites to support parent and pupil anxiety are provided. | Yes |  | 1x3=3 |

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| **Parents do not follow advice on social distancing when visiting the school** | 2x4=8 | * Visitors (including parents/carers) to the school may be restricted to one area, or to an allocated appointment time * Arrangements for visiting the school are communicated to parents/carers * Expectations around hygiene and social distancing are communicated with parents/carers | Yes |  | 1x4=4 |

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| 1. Work with other school based-provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be | | | | | |
| **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** | 2x4=8 | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. * Staff, pupils, parents and governors have been briefed accordingly. * Arrangements are in place to review the policies in line with further DfE guidance on Early Years, SEN resource base, post 16 etc. * Reference to [an addendum for the BCC Model Safeguarding Policy](https://www.birmingham.gov.uk/downloads/file/15923/covid-19_safeguarding_policy_addendum). | Partly | * All relevant policies revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. | 1x4 |
| Risks are not comprehensively assessed in every area of the school, including nursery and resource base if applicable, in light of COVID-19 | 2x4=8 | * Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: * Different areas of the school including any Early Years and Resource Base provision * When pupils enter and leave school * During movement around school * During break and lunch times * Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used | Yes |  | 1x4=4 |

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| 1. **School Transport** | | | | | |
| 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. A formal decision is expected by 28 May as part of the three-week review into the lockdown measures.  **Keys points include:**   * Promote the use of sustainable travel and transport (i.e. modes that improve physical wellbeing for users and/or environmental quality) for journeys to and from education and training establishments for children and young people or compulsory school age in the local authority area. * 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 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. * In line with this, transport authorities will be looking to ensure that children are able to safely walk, cycle or scoot to school where possible. Indeed, in normal times, transport authorities invest considerable resources in promoting mode shift for school transport and in supporting and training children to travel safely and sustainably. * The need to encourage children to walk, cycle or scoot to school sitting alongside the risks posed by a rise in speeding and other dangerous driving on empty roads.   [**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) | | | | | |
| **Pick up and drop off times** | 2x4=8 | * As per [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open): * *tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend* * *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)* * *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)* * *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*   **In addition:**   * Consider opening school gates earlier so parents can socially distance on the playground * Stagger start and finish times to ease pavement congestion * 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 * Consideration of emergency school streets measures as identified in the [Emergency Birmingham Transport Plan](https://www.birmingham.gov.uk/emergencytransportplan) including Car Free School Streets, parking restrictions and reducing speed limits. * If appropriate, consider putting into a place one-way pedestrian system on the street surrounding the school. | Yes |  | 1x4=4 |
| **Journey to/from school** | 2x4=8 | * As per [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open): * ***Children, young people and parents are encouraged to walk or cycle where possible*** * *ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the*[*Coronavirus (COVID-19): safer travel guidance for passengers*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) * *ensure that transport arrangements cater for any changes to start and finish times*   **In addition:**   * Advise parents/carers not to drive to school, allowing more room for children and families to socially distance around the school safely. Encourage walking, cycling or scooting to their education setting where possible. * 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. * Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements. * 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: <https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us> * Use [Modeshift STARS](https://www.modeshiftstars.org/) to review and update school travel plan considering both staff and pupil travel. Communicate revised travel plans clearly to contractors, BCC and parents. * 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. * **For further information and guidance regarding any of the above points see:** * [**www.birmingham.gov.uk/modeshiftstars**](http://www.birmingham.gov.uk/modeshiftstars) or **contact:** [**connected@birmingham.gov.uk**](mailto:connected@birmingham.gov.uk)**.** **For information regarding home to school travel contact:** [**Mark.Hudson@birmingham.gov.uk**](mailto:Mark.Hudson@birmingham.gov.uk) | Yes |  | 1x4=4 |