



Preparing for the full opening of the School and the return to face-to-face onsite learning for all pupils and students – September 2020

As at August 21st, 2020

Introduction

This risk assessment and planning tool supersedes, yet remains informed by, the risk assessment of June 10th which detailed planning and measures to provide Covid-Secure face-to-face learning to an increased number of pupils in year 10 and students in year 12 across June and July 2020.

From September 2020 schools and educational settings are expected to fully open with different or adjusted control measures in place. It is recognised and understood that education and personal development at school is important. Through careful consideration of a balance of risk, and with a proportionate system of controls in place, University of Birmingham School promotes a safe working and learning environment where well-being is a priority – whilst simultaneously providing an amended curriculum which is as broad and ambitious as possible.

This risk assessment is based on best-practice guidelines and advice from a range of agencies and sector-bodies (such as the Confederation of School Trusts and the Health and Safety Executive) and aligns with Government guidelines (Department for Education).

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Author:

Colin Townsend

Principal

Likelihood	Severity
4 = Certain = common or frequent occurrence	4 = Major risk
3 = Probable = likely to occur sometime	3 = High risk
2 = Possible = may occur sometime	2 = Moderate risk
1 = Improbable = unlikely to occur	1 = Minimal risk

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)				

Links to related published guidance notes to be referred to alongside the risk assessment

Links to DfE Guidance

As new guidance is produced weekly, please refer to **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 full 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/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
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	Area of risk	Control measures	In place (Y/N)	Risk rating	Staff owner	Review
1	People are not clear about the prevention strategies to follow given that these vary in day-to-day life and in different settings; or are not sufficiently mindful of the need to follow on-going measures and safety expectations at this stage of the pandemic (...they exhibit Covid-Secure-fatigue).	Various communications have been issued and events undertaken (or remain scheduled such as our induction days 1 st -4 th September 2020) to make sure that all parties realise the importance of the system of controls for transmission and containment of the virus, and the collective responsibility to uphold health and safety. Measures include hand hygiene, understanding of arrangements for 'bubbles' to limit and control where possible people mixing (including new lunch arrangements), staggered arrivals and entry to the site, and that people should stay at home if they develop coronavirus symptoms and seek a test. Communications include written information to staff and families, and a FAQ response document.	Y	Medium	CTo	Weekly

2	Measures are not in place to limit risks in relation to movement around the building(s).	The model we plan to implement sees year group cohorts restricted to allocated sections of the site and building. This necessarily bring changes and compromises to some learning experiences but controls movement and mixing. Clear expectations and plans have been mapped out and communicated – including arrangements for lunch times. Staff will move around the building to teach classes and should be watchful to uphold distancing as they do so.	Y	Low	RTi	Weekly
3	People are not clear about steps to take in the event a person(s) develops signs of coronavirus or tests positive for coronavirus.	Following guidance published by Public Health England and the Confederation of Schools Trusts we shall adopt a protocol explained within a separate document. This includes the action that if we experience two or more confirmed cases within 14 days or an overall rise in sickness absence where C19 is suspected, we must work with our local health protection team who will advise if additional action is required. At this time the University continues to pursue proposals to operate as a testing centre.	Y	Medium	CTo	Weekly

4	Pupils and students struggle with learning, or gaps in knowledge, as a result of lockdown and school closure since March 2020.	Staff recognise fully that learning and development will have varied considerably for individuals since March 2020. Teachers will be mindful of the importance of effective classroom assessment practice and differentiation as pupils and students are reintroduced to classroom learning – building on CPD to date around responsive teaching. We shall (in the first instance through to December 2020) adopt an amended timetable model with reduced enrichment time (not least due to restrictions on trips and outside speakers) with time universally re-purposed for academic catch-up. We continue to work with the DfE and Computacentre to distribute technology and hardware where there is entitlement and/or a recognised priority. Learning recovery will also be positively impacted by our engagement with the National Tutoring Programme and use of the C19 Catch-Up Premium (circa £60k). Plans in support of this will develop from September.	Y	Medium	MSt ARe LDw	Weekly
5	Pupils and students struggle with travel to and from school – notably in the context of our citywide reach and our nodal model.	Pupils and students, especially those more local to the School, will be encouraged to walk or cycle. Where pupils and students are unable to do so, and cannot be dropped off by private car, we have planned for later starts to arrival times so that some may be able to avoid busier times for travel on buses and trains.	Y	Medium	RTi	Weekly

6	<p>People are unclear about the School's expectations around the use of face masks and coverings – and the benefits, risks, and rationales for these expectations.</p>	<p>Guidance presently from the DfE and PHE remains that face coverings are not recommended in schools. If worn incorrectly or touched regularly there is risk of virus transmission. Face coverings also impact on verbal and non-verbal communication with associated educational implications. It is the School's view that whilst face coverings will therefore be neither mandated nor routinely encouraged, to recognise a balance within an available system of controls, face coverings may or will be required in certain circumstances. They may be worn by staff (as they are working often with various 'bubbles'); by TIAs (who will often be supporting pupils within close proximity); by ITE trainees (if they are supporting pupils within close proximity); or staff, pupils, or students with increased health related vulnerability or anxiety. Visitors to school will be asked to wear a face covering when in the building unless they are exempt as an individual from so doing. Staff dealing with a person who falls ill during the school day will be asked to wear a mask. Face coverings if worn in school should be plain, and worn, handled, and disposed of sensibly and safely. Pupils and students travelling to and from school on public transport will be required to wear face coverings during their journeys.</p>	Y	Medium	CTo	Weekly
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7	PPE is not in place when needed for appropriate situations such as dealing with a person who falls ill during a school day or for supporting personal care.	Present stocks of PPE within school are assessed as satisfactory to meet needs – and will be monitored routinely. Where necessary additional supplies will be sourced through reputable providers, such as through partners at BCC (Birmingham).	Y	Low	RHa	Weekly
8	Enhanced cleaning demands around the site cannot be met, in line with the system of control in the context of scaled-up attendance and provision.	Strategies such as the year group bubbles limit mixing and contact-contamination. Cleaning supplies will remain routinely available for shared surfaces and touch points such as photocopiers. Professional services colleagues will undertake cleaning duties especially where their roles can accommodate amended duties because of altered arrangements for learning. There will be a cleaner from UoB cleaning services also available throughout the school day following our request for amendments to our service level agreement. Arrangements will be in place to recognise the need for a 'turnaround clean' between the lunch sittings where our lunch spaces accommodate two separate year group 'bubbles'.	Y	Medium	RHa	Weekly
9	Systems and expectations are not clear for visitors to school and/or contractor staff who routinely or periodically provide services to the School.	We shall revise our 'meet and greet' processes, most notably at reception, to ensure that visitors understand and agree to abide by key control measures within the system of controls. These will include that they wear a face covering, distance where possible, confirm they are not exhibiting	Y	Low	RHa	Weekly

		C19 symptoms, and apply sanitizing hand-gel before entering the building. We shall also ensure (if not captured within Inventory) that we have contact details for visitors in the event of an outbreak and needing to advise Test and Trace. Our more routine partners, such as University Security, will be briefed about expectations. Other contractors routinely provide their own health and safety (and C19) training. Our caterers (AIP) are running C19 Covid-Secure training with their (UoBS) staff on 1 st September 2020.				
10	Welcoming back all staff to onsite working places a strain on upholding safety precautions in offices or work-bases or other locations.	Just as we shall not until further notice hold assemblies in a physical sense for pupils and students, we shall limit staff gathering where possible – and instead collaborate or communicate by email, line management, within teams, or by the use of virtual meetings. We have installed screens and physical dividers where desks are in close proximity. Staff may wear face coverings if they so choose. We have created additional work-base space for staff on the green landing and the library as these areas will not under present plans be used routinely by pupils and students.	Y	Medium	CTo RHa	Weekly
11	People are unclear about procedures or processes to be followed in the need of an emergency evacuation of the premises – such as in the event of fire.	As would occur at the start of a new school year routinely, we shall ensure that pupils, students and staff have instructions and a drill about leaving the building in emergency circumstances.	Y	Low	RTi RHa	Every Half Term

12	Those known to be vulnerable or with underlying health conditions have raised anxiety about returning to the physical workplace.	Rates of C19 community transmission are now reduced to levels below those seen when shielding was introduced. DfE/PHE therefore advise that those who are clinically vulnerable can return to school in September 2020 provided a system of controls outlined in guidance is implemented. Staff, pupils, or students in this position will be encouraged to observe 2m distancing where they can, and may if they choose wear a face covering. The School will be keen to reassure vulnerable members that robust steps are in place to promote hygiene and limit the risk of virus transmission – and to listen to individual concerns and consider suggestions for reasonable workplace adjustments.	Y	Medium	CTo RHa	Weekly
13	Related school policies may not in some respects be fit for purpose in current circumstances.	Related school policies will be kept under review and suggestions for adaptations raised with the Chairs of relevant Governor Committees, for approval. These are likely to be, although not exclusively: Health and Safety; Teaching and Learning (including the acceptable use of ICT); Safeguarding; and Behaviour and Exclusions.	Y	Low	CTo ACo GRo	Weekly

14	Pupils, students, and staff are not clear or confident about new routines, processes, and expectations.	Various communications have been and continue to be issued – both to staff and to families. Families were provided with an opportunity to lodge queries via an on-line portal. As at 21 st August metrics show that 335 families have engaged with this opportunity with 49 submitting queries – which form the basis for a FAQ document to be circulated week commencing 24 th August. We have re-shaped our start of term so that there are now two staff only days to support staff induction; with children new to the school (years 7 and 12) invited on 3 rd September and all other year groups attending on 4 th September, to support focused induction.	Y	Medium	CTo RTi MSt	Weekly
15	There is a detrimental impact on the School's ability to support partnership arrangements with the University in relation to ITE – and/or the future workforce supply of trained teachers to serve the school, city, and education system moving forward.	We recognise that colleagues at the School of Education are setting about creative and agile ways of working in order to provide high quality and compliant training for the 2020/21 PGDipEd cohort. Whilst necessarily being mindful of our own capacity we shall as a UTS work in partnership with the School of Ed' to upscale our contribution and involvement where possible.	Y	Medium	CTo MSt (FCh at UoB)	Every Half Term

16	Learning is compromised for a further time in the event of new local or national lockdown – or in the circumstances where staffing levels do not permit the safe operation of the School for all groups or cohorts.	With the benefit of experience in supporting home learning from March to July 2020, we are in a position to reintroduce remote provision should circumstances necessitate. We would draw further on resources which continue to develop and be available through the Oak National Academy. We would further review and develop our own use of streamed or live sessions to support interactive learning – with relevant safeguards in place for both pupils and staff.	Y	Medium	RTi MSt ARe	As required and review each half term
17	There is an increase in safeguarding concerns or circumstances which with all pupils returned to school become apparent or disclosed.	The safeguarding and pastoral teams are alert to this and are ready to respond appropriately. A great deal of ‘touch base’ work was undertaken remotely during lockdown with the view of identifying and supporting needs throughout.	Y	Medium	RTi GWA LDw	Weekly
18	Pupil recruitment into year 7 and student recruitment into year 12 (admission 2021) is compromised in the absence of routine ‘open’ events held in the autumn term – for families preparing for transition after the 2020/21 year.	We shall in the first instance move the way we reach out to these audiences, online. As the autumn term progresses, we shall keep under review whether it is prudent or possible to offer more traditional ‘in person’ experiences – especially for 2021 year12 recruitment which has a later application deadline (January 2021) than for year 7.	Y	Low	RTi (KS3) LDw (KS5)	Monthly

19	There is a financial impact for the School as a result of restrictions to lettings.	Whilst recognising that at this time the priority use of the site is to support our Covid-Secure core business as a school, we shall keep under review lettings engagements which may be logistically viable – with the appropriate control measure of additional cleaning where necessary. We shall reach out to community users to assess their current needs and plans.	Y	Low	RHa	Monthly
20	Pupils struggle to meet revised expectations or with new routines and arrangements for learning, including those which restrict movement around the building – leading to a rise in poor pupil conduct and/or pupil exclusion.	Expectations and the rationales for the changes we have put in place will be fully explained to pupils and students as a part of their induction and on-going. They have a civic responsibility to play their part in the operation of a Covid-Secure environment where everyone can learn – and recover in school from time recently lost. A revised Code of Conduct and Home School Agreement have been issued to reinforce responsibilities and expectations. Break-out areas within the zones which house year group ‘bubbles’ will be used where appropriate to meet the needs of those struggling to be in class. Where a pupil’s actions or conduct repeatedly falls below an acceptable standard and may be at risk of exclusion, an exclusion avoidance meeting will be arranged swiftly with parents/carers to seek strategies which support rapid improvement – and where relevant to understand any underlying reasons for	Y	Medium	GWa	Weekly

		behaviours seen. In-school systems which promote positive behaviour will be kept under review so that they can be as responsive and effective as possible whilst we operate in and adapt to different ways of working.				
21	Parents/carers continue to keep their children at home.	Schools are being asked by the Department for Education to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress, and promote their wellbeing and wider development. School attendance will therefore be mandatory again from the beginning of the autumn term and the usual rules on school attendance apply, including parents' duty to secure that their child attends regularly. This has been clearly communicated to parents and carers. Where parents and carers have anxieties about the return to school we shall be keen to reassure them that robust steps are in place to promote hygiene and limit the risk of virus transmission – and to listen to individual concerns and consider suggestions for strategies or adjustments that might offer support.	Y	Medium	CTo Gwa	Weekly

22	Pupils or students arrive at school without correct school uniform or equipment – with associated risks of creating tensions with some families and/or PR and reputational implications.	Communications have been sent to parents and carers in good time, to outline the School's expectation that pupils and students should attend in line with uniform and dress code expectations. Details about school uniform have been relayed to offer appropriate reminders. Parents/carers have been asked to make contact with the School if there are difficulties or challenges in relation to uniform. Where a pupil attends school incorrectly dressed, in the first instance the pastoral team will make contact with the family so that circumstances may be fully understood and where possible the School can offer advice or support. National guidance has been amended to clarify that school uniform items no longer require daily cleaning – and need no greater level of cleaning than clothing would normally receive.	Y	Medium	RTi GWa LDw	Weekly (But at the start of Sept in particular)
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23	<p>In the wake of centre assessed grades being used as final outcomes for almost all summer 2020 public assessment entries, the School faces challenges or complaints from 2019/20 year 11 pupils and/or year 13 students.</p>	<p>Following advice from a range of partners, including the Confederation of School Trusts, Stone King (legal), and Judicium (GDPR and DPO), the School has put in place a process to follow up on queries from pupils and students in relation to the derivation of centre assessed grades. These broadly follow the response required under a subject access request. There is a requirement on the School to check and confirm that there has been no material mistake made in submitting the centre assessed grade, to share processes, and to offer an autumn examination opportunity. Nationally, there is no route for appealing teacher judgement – bar a case for discriminatory practice.</p>	Y	Low	CTo MSt ARe	Weekly (Sept primarily)
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