

RISK ASSESSMENT and PLANNING TOOL –v3

Undertaken 5th January 2021 – Author: Colin Townsend, Principal

Reviewed by Extraordinary Audit Committee – 13th January 2021

- Responding to national lockdown – announced 4th January 2021
- Responding to legal duty to provide remote education
- Responding to implementation of mass lateral flow testing

Introduction and context

Risk assessment – v1 – [March 2020 to August 2020]

Risk assessment – v2 – [September 2020 – December 2020]

Risk assessment – v3 – [January 2021 ongoing]

At the end of the autumn term (December 18th 2020), nine months into the Covid-19 pandemic, the Department for Education announced intentions for pupils and students in secondary schools to have a staggered return to the new term in January 2021. This was in response to transmission and national risk analysis at the time linked to the coronavirus pandemic. Simultaneously, details were released to schools about planning for and implementing mass lateral flow testing, on site, with effect from January 2021. Lateral flow testing aims to provide alternative means for monitoring and managing the Covid-19 infection profile within the School’s population, including those identified as close contacts of a person known to be positive for coronavirus.

Plans for the staggered return were superseded on the first day of the spring term 2021 (4th January) by the announcement from the Government of ‘stay at home’ instructions – with schools remaining open only to children of critical (Covid-19 related) workers and those in vulnerable circumstances. All other pupils and students will revert to working and learning remotely (as they did from March 2020). It is anticipated that these arrangements will last until at least the February half-term (15th-19th February 2021). Public examinations (GCSEs and A’levels) in the summer term of 2021 have been cancelled.

There remains an expectation that schools will continue to establish mass lateral flow testing capabilities and arrangements on site – to be used in the first instance for testing of the school workforce, and pupils and students eligible to be in attendance.

This risk assessment that follows 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, NHS, and Public Health England).

Annex A in this document holds the risk assessment (v2) audit trail – archived at this time for reference.

Links to related published guidance notes to be referred to alongside the risk assessment – 6th to 12th January 2021

Links to DfE Guidance

As new guidance is produced weekly, please refer to **www.gov.uk** for updates

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

<https://www.gov.uk/government/publications/review-your-remote-education-provision>

<https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template>

<https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form>

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision>

<https://www.gov.uk/government/publications/face-coverings-in-education>

<https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges>

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>

<https://www.gov.uk/government/publications/school-attendance>

<https://www.gov.uk/government/publications/disapplication-notice-school-attendance-legislation-changes>

<https://www.gov.uk/government/publications/gcse-physical-education>

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)				

	Area of risk	Control measures	In place (Y/N)	Risk rating	Staff Owner(s)	Review
1	A Covid-secure environment is not maintained for those onsite from the start of January 2021, in the context of rising transmission and infection rates within families and the wider community. Onsite pupils will be children of key workers, or those whose circumstances present vulnerabilities, or those who are struggling with accessing remote learning, in addition to a selection of staff in line with attendance rotas.	For those attending onsite for or to provide education, we shall reiterate and reinforce the now well embedded system of controls. This will include reminding people that they should not attend if they exhibit Covid-19 symptoms; arranging and encouraging that where pupils can learn and staff can work from home, they do; continuing good hand and respiratory hygiene, including wearing face coverings in communal areas; minimising contact; maximising distancing; and ensuring good ventilation.	Y	LOW (13/1/21)	RTi RHa	Weekly
2	Staffing capacity is insufficient overall to ensure safe learning on site, combined with provision of effective remote learning for the majority of pupils and students who will not be educated on site.	We have carefully considered overall staffing capacity, including those whose roles do not have a teaching commitment or where their timetables have greater proportions of 'non-contact time' – including Pastoral Managers and TIAs. We have staffed (in the first instance) for two onsite classrooms (computer rooms) allowing up to 40 pupils to attend. Beyond this we will need to re-visit deployment. There is a duty leadership team rota in place across any given week.	Y	LOW (13/1/21)	RTi MSt	Weekly
3	Managing the continued arrangements and provision for key worker and vulnerable children alongside other provision, safely, at a time where these children are being encouraged to return to school.	We shall keep this under weekly review, and respond accordingly to the volume of requests from families eligible for onsite attendance. This will require dynamic risk management.	Y	Medium (13/1/21)	RTi	Weekly

4	Daily attendance registers for current 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.	At the start of January there was a lack of clarity from the DfE around attendance and school site status reporting. These processes are now confirmed moving forward and our Attendance Officer responds daily to the DfE so that the School is compliant. Teachers setting and undertaking remote lessons also download and keep lesson registers – reporting concerns onward to the pastoral team where appropriate.	Y	LOW (13/1/21)	GWa	Weekly
5	Families of pupils eligible for free school meals do not continue to receive provision when they are not in school.	The DfE is suggesting that schools should consider providing food parcels to eligible families at this time. With our nodal pupil distribution this is particularly problematic. We shall re-initiate our in-house processes for issuing supermarket vouchers on a week-by-week basis (through Wonde), and at a point when available nationally we shall consider moving to that provision if beneficial.	Y	LOW (13/1/21)	RHa	Weekly
6	Pupils moving on to the next phase in their education are ill-prepared for transition.	With the announcement that summer 2021 public examinations are now cancelled in England, we revisit the circumstances from summer 2020 where there is uncertainty around awarding processes for year 11 GCSEs and year 13 A'levels. We shall respond to Ofqual announcements and guidance when available. In the meantime we are in communication with examination cohorts and families to encourage that they continue to engage fully with remote and online learning. https://uobschool.org.uk/covid/	N	MEDIUM (13/1/21)	All	Weekly
7	Children not attending school are unable to benefit from routine, daily contact as they would when on site, which compromises well-being, welfare, and other safeguarding contact. Notwithstanding that in the context of remote learning now in place there is increased daily communication via online lessons.	Staff members, including the pastoral and safeguarding teams will make safe-and-well calls to families where there are known concerns or grounds to do so. The safeguarding team continues to meet to review and act on need. Staff continue to refer matters where noted to the DSLs via SafeGuardMySchool through ClassCharts.	Y	MEDIUM (13/1/21)	RTi	Weekly

8	Measures have not been put in place to protect staff and pupils with underlying health issues, BAME staff, and those who are shielding.	Those pupils attending onsite because of a health related EHCP will have their TIA working with them in the normal manner. Staff known to have increased vulnerabilities will not be included within onsite rota requirements. Children known to be at increased vulnerability but not attending onsite for learning will receive enhanced levels of keeping-in-touch calls from the pastoral or safeguarding teams.	Y	LOW (13/1/21)	RTi ARe RHa	Weekly
9	People are not clear about steps to take in the event a person(s) develops signs of coronavirus or tests positive for coronavirus.	In the manner now well established, a person developing or exhibiting Covid-19 symptoms will be asked to arrange a coronavirus test and self-isolate. The reporting channel the School has set up for reporting test outcomes remains active: covid@uobschool.org.uk In the event of a positive test notification from any person who attends onsite, the Principal will run a close contacts exercise (including contacting local health protection teams where advisable) and respond accordingly.	Y	MEDIUM (13/1/21)	CTo	Weekly
10	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. (Further information and expectations about remote learning are available via: UoBS Remote Learning Guide)	At this time the School is in a position to implement systems for remote learning that involve synchronous (live-streamed) lessons. This includes safeguarding protocols for online and synchronous learning now in place and under periodic review – with published amendments to the Home School Agreement accordingly. The DfE have outlined an expectation that secondary aged pupils receive 5 hours of remote learning on each school day. It is not prescribed that this should be synchronous. The School has compliant arrangements in place that aim to provide as high a quality learning experience as possible within overall capacity and resources. We continue to resolve a significant number of logging-in and access issues, supported by our IT service provider.	Y	MEDIUM (13/1/21)	MSt	Weekly

11	Providing adequately for those pupils, students, and families where digital disadvantage is known to be a barrier to learning, is not possible.	The School has been in communication with families on several occasions to invite that they liaise where this is a problem within the home setting. We continue to lend school hardware (laptops) and have taken delivery of additional devices made available from the DfE (Chromebooks). We are also able to distribute a limited number of internet 'dongles' to facilitate wifi access where this is not readily available within the home – and have signed up to receive additional wifi capability which various internet companies have made available to schools across the country at this time.	Y	LOW (13/1/21)	RTi RHa ARe	Weekly
12	Throughout lockdown there have been revised expectations around holding and concluding often sensitive and personal processes – best and ordinarily undertaken in person rather than online – whereby statutory periods have been paused and/or extended. With uncertain times continuing any such postponements should not be indefinite.	This relates notably to meetings such as Governor Discipline Committees, Independent Reviews (pupil exclusions), Governor Complaints Hearings, and HR Hearings – where matters are often sensitive, personal, or confidential in nature. Holding such meetings remotely as a result of wider C19 restrictions has not generally been recommended. This can and has led to due process being extended with matters often unresolved or not concluded. The School will move to offering remote (online) forums in such cases – providing all other parties consent – with an explicit understanding of confidentiality reinforced at the start of meetings (ie in relation to GDPR) and meetings will be recorded.	Y	LOW (13/1/21)	CTo	Where needed
13	Staff well-being is compromised in relation to work demands, and/or work-life balance, in the context of revised ways of working – including plans and expectations in place for synchronous learning and delivery.	Senior leaders will work with and through subject leaders to support and upskill colleagues. Online lessons have been reduced from one hour to 50 minutes to build-in smooth 'remote lesson changeover' time. Clear behaviour/safeguarding protocols are in place. Teams are encouraged to collaborate to produce shared learning resources.	Y	LOW (13/1/21)	MSt	Weekly

14	The School is not able to satisfactorily plan for and make the logistical arrangements required to facilitate lateral flow testing.	The School Business Leader is the nominated Team Leader for coordinating the lateral flow testing arrangements. A core of colleagues in-house, largely from the professional services team, have undertaken webinar training. The first set of lateral flow devices arrived onsite on 4 th January 2021 – including supplies of PPE. We welcome offers of guidance from University partners who have already gained experience with mass lateral flow testing on campus. The School Business Leader is arranging for relevant School colleagues to visit campus to fact find – week of 11 th January.	Y	MEDIUM (13/1/21)	RHa	Weekly
15	The School does not have a suitable location within the site to manage lateral flow testing.	The School has identified a suitable space, in relation to flooring, ventilation, ambient temperature, and one-way systems. We propose to use the drama studio at the rear of the main hall in the School as a test base.	Y	LOW (13/1/21)	RHa	Weekly
16	The lateral flow testing location may increase the risk of virus transmission.	Expectations about undertaking lateral flow tests will be clearly mapped out to pupils, students, and staff. Cleaning protocols will be put in place, including routine fogging of the test base. Health-waste processes will be established, notably for safe LFD disposal.	Y	MEDIUM (13/1/21)	RHa	Weekly
17	The School is not able to identify suitably trained and sufficient staff to undertake the lateral flow testing roles required.	The School and School Business Leader have engaged fully with the guidance in relation to setting up a testing base, including the delineation of distinctive roles so that the testing process is executed safely and accurately. This includes linking outcomes from tests to the Test and Trace NHS national system and notifications. Having scoped across internal sources, including our exam-invigilator team, we have managed to source good levels of interest and have started to recruit on flexible-hours contracts. An initial workforce has received training – and this will be arranged ongoing.	Y	MEDIUM (13/1/21)	RHa	Weekly

18	The School may face liability or legal implications or risks in relation to lateral flow testing.	We have confirmed employer and personal liability cover with our insurers – UMAL. We are aware that testing is optional rather than mandatory – and participation can occur only on an active-consent basis. Processes to obtain consent have been put in place for pupils, students, and staff. Pupils under the age of 16 must have consent from a parent or legal guardian. The test is self-administered under adult supervision.	Y	MEDIUM (13/1/21)	RHa	Weekly
19	<p>The School's procedures for managing close contacts of positive coronavirus cases becomes unclear with the introduction of lateral flow tests – in relation to serial testing and its use within management processes.</p> <p>*(LFT: Rapid lateral flow test) *(LFD: Rapid lateral flow device)</p>	<p>Routine use of rapid lateral flow testing (where permissions are given by parents, students, or staff) to aid identification of persons positive for the virus but asymptomatic will be put in place – to the extent that resources permit. Where the LFD shows a positive indicator, the individual will (from 25th January – updated guidance) no longer need to arrange to take a full PCR test (due to the low incidence of false positives on LFDs) and should commence a 10 day period of self-isolation. This is likely to be 10 days from taking the LFT as in most cases there will not at the time of testing be an onset of symptoms, as ordinarily clinically considered.</p> <p>Updated national guidance received 20th January now clarifies that at this time, and pending further clinical assessments, serial lateral flow testing should not be used as an alternative to self-isolation when people are identified of close contacts of a person known to be coronavirus positive. In that eventuality the Principal will (as has occurred to date) liaise with local health protection teams and instruct self-isolation where appropriate – up to and including a key-worker 'bubble'.</p>	Y	MEDIUM (13/1/21) <i>Reviewed and amended to LOW (20/1/21) given updated national guidance from PHE and DfE</i>	CTo	Weekly

20	<p>In the event that the School site and lateral flow testing facilities at the request of the Local Authority are made more widely available for use by partner organisations and community members, whilst committing to a civic duty, a greater number of people from outside of University School community would be coming on site, who may be coronavirus positive.</p> <p>*The LA has requested assistance with extending rapid lateral flow testing for:</p> <ul style="list-style-type: none"> • Staff of primary schools • Staff who work in the public sector • Local families • Members of the general public 	<p>The School has agreed in principle to work in partnership with the LA to offer lateral flow testing facilities initially only for staff of primary schools, and staff who work in the public sector. This is not yet confirmed and at the early stage of planning BCC is scoping for a range of capacity across the city and to meet a range of needs.</p> <p>In the event that plans move forward, third parties would come on to school grounds at times, and following routes, that do not coincide with our pupils, students, and most members of staff. For safeguarding reasons they would be supervised throughout – and would adhere to Covid-secure practice (hands/face/space). Additional cleaning measures (for example touch points) would be put in place. Further guidance would be requested in partnership with the LA – such as obtaining and managing ID and contact details for those coming on site.</p> <p>The LA would provide additional funding for any activity put in place –for example in relation to increased staffing costs arising from the tester-workforce.</p>	N	MEDIUM (13/1/21)	CTo RHa	Weekly
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ANNEX A:

COVID-19 RISK ASSESSEMENT v2 : FOR PERIOD 1st September to 31st December 2020 – **ARCHIVED AUDIT TRAIL**

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

Initial assessment: **August 21st, 2020**

Note

Reviewed and updated by – leadership team, professional services planning team, and Audit Committee of Governors:

- **September 24th, 2020** (updated details are recorded in red on this assessment document)
- **November 19th 2020** (updated details are recorded in purple on this assessment document)

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>

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>

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

	Area of risk	Control measures	In place (Y/N)	Risk rating	Staff owner	Review
1	<p>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 complacency).</p> <p><i>Additional control measure – 24 September 2020 (We have needed to offer reminders of the ‘stay at home with symptoms’ message on several occasions and have now set up a Sunday evening automated reminder to families having found that on Mondays we experience increased numbers of pupils we send home during the day. We need to intensive clean rooms whenever we find ourselves in this position.)</i></p>	<p>Various communications have been issued and events undertaken (or remain scheduled such as our induction days 1st-4th 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.</p>	Y	<p>Medium (19 Nov)</p> <p><i>Re-assessed from Low (24 Sept)</i></p>	CTo	Weekly
2	<p>Measures are not in place to limit risks in relation to movement around the building(s).</p>	<p>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.</p>	Y	Low	RTi	Weekly

3	<p>People are not clear about steps to take in the event a person(s) develops signs of coronavirus or tests positive for coronavirus.</p> <p>Cont ...</p>	<p>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.</p> <p><i>(24 September):</i> Having needed to respond to C19+ notifications at this point, the following adjustments or additions to protocols are noted: The guided conversations with/from local health teams focus strongly on identifying individuals (including within classes or year groups or contained bubbles) where there has been the closest and most prolonged contact – in determining those who should self-isolate. There are published parameters in this regard in DfE/PHE guidance. The emphasis is on a proportionate response over a default position or course of action. All schools’ arrangements with control measures will vary at this time and it should be recognised that a response from one school may not be appropriate for all. Moving forward we shall ask sixth form students who undertake personal study time in open areas of the school (such as the atrium) to keep a daily diary or log of those they have sat closest to, to support risk assessment decisions. Staff members who will have come in closest (yet covid</p>	Y	Medium	CTo	Weekly
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		secure) contact will be consulted to determine any raised level of risk and action. We shall revisit classroom layouts to mark-out 2m visuals (distancing) and further promote 1m(+) such as wearing a visor where appropriate. There may be a need to re-consider approaches to setting work in recognition of demands on teachers and staff as a result of more bespoke isolation responses. This will be kept under review – with teachers putting work online at this time where they can for those isolating.				
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	Monthly

5	<p>Pupils and students struggle with travel to and from school – notably in the context of our citywide reach and our nodal model.</p> <p><i>Cont ...</i></p>	<p>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.</p> <p><i>We have found that bus journeys home at the end of the day can be problematic, at a time when bus services are accepting fewer passengers per vehicle. Despite staggered dismissals on most days, pupils and students often experience long delays waiting for a subsequent bus not having been able to board ones which come along – with wait times of up to 45 minutes. The Principal will contact local representatives and transport companies to raise awareness : (24 Sept)</i></p>	Y	<p>Low (24 Sept)</p> <p><i>Re-assessed from Medium (21 Aug)</i></p>	RTi	Monthly
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</p>	Y	Medium	CTo	Weekly

	<p>Cont ...</p>	<p>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> <p><i>(24 September):</i> Since drafting the original risk assessment, additional guidance has been introduced to mandate the wearing of face coverings/ masks in communal or shared spaces in school where there may be a greater risk of mixing - in the event of a local area being declared in need of additional measures, restrictions, or intervention. As at the risk assessment review date Birmingham is a city subject to such additional local restrictions and accordingly at this time this requirement has been introduced at our school. This change and requirement was communicated to parents and carers on September 11th and remains in force.</p>				
7	<p>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.</p>	<p>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).</p>	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.	<p>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'.</p> <p><i>In circumstances where a person in a classroom falls ill with C19 symptoms we have developed protocols to intensive clean the classroom concurrent to arranging that the unwell person go home. In the circumstances of a C19+ notification we shall steam cleanse rooms (fogging) where the person known to be positive has been in situ for a sustained period of time (ie a lesson) : (24 September)</i></p>	Y	<p>Low (24 Sept)</p> <p><i>Re-assessed from Medium (21 Aug)</i></p>	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

		<p>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 1st September 2020.</p> <p><i>(24 September):</i> Our Inventory (software/system) has been revised to alert visitors to current safety requirements and to seek their understanding and consent to these. We also collect contact information in the event of needing to support track and trace.</p>				
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10	<p>Welcoming back all staff to onsite working places a strain on upholding safety precautions in offices or work-bases or other locations.</p>	<p>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.</p> <p>Where we are now requiring staff to work more flexibly in terms of a base, and many are hot-desking, we have further reviewed 2m and 1m(+) seating and desks in work bases. We have indicated/marked a requirement to wear a face covering at some specific staff desks where 2m spacing and distancing is not possible : (24 Sept)</p> <p>We have implemented further controls by way of limiting the number of persons in work-bases having noted occasional crowding from subject teams. Hot desk spaces remain available on the green-landing and in the library for staff to use : (19 November)</p>	Y	Medium	CTo RHa	Weekly
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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.	<p>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.</p> <p><i>(24 September):</i> Drills have been rolled-out (in cohort ‘bubbles’ at this time – to prevent mixing).</p>	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.	<p>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.</p> <p><i>(24 September):</i> Individual risk assessments are now in place for some pupils (notably those with SEND) and some staff members where either appropriate or requested.</p> <p><i>(19 November):</i> Updated where relevant for staff and pupils/students.</p>	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	For related Governor forums
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. A staff information handbook will be circulated.	Y	Low (24 Sept) <i>Re-assessed from Medium (21 Aug)</i>	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	Y	Medium	CTo MSt (FCh at UoB)	Every Half Term

		<p>School of Ed' to upscale our contribution and involvement where possible.</p> <p>We welcome the individual risk assessments that have been put in place by colleagues and partners at the School of Education, in preparation for trainees on placement/ attachment. Moving forward we shall be alert to ensuring that University and School requirements and control measures align – and where they do not that stakeholders are inducted to and understand the different requirements in different contexts or settings : (24 September)</p>				
16	<p>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.</p> <p>Cont...</p>	<p>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.</p> <p>We recognise increased risk at this time in relation to our transition to a new IT service provider – and delays to putting Unify in place as a platform. School and our provider RM are working on this as a priority : (24 September)</p>	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	Low (24 Sept) <i>Re-assessed from Medium (21 Aug)</i>	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 school year 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	<p>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.</p> <p><i>Cont ...</i></p>	<p>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 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.</p>	Y	<p>Low (19 Nov)</p> <p><i>Revised from medium (24 Sept)</i></p>	GWa	Weekly
21	<p>Parents/carers continue to keep their children at home.</p>	<p>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</p>	Y	<p>Low (24 Sept)</p> <p><i>Re-assessed from Medium (21 Aug)</i></p>	CTo GWa	Weekly

	<p>Cont...</p>	<p>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.</p> <p>We are collaborating with and supporting a small number of families with individual circumstances or concerns in relation to school attendance: (24 September)</p>				
22	<p>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.</p>	<p>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</p>	Y	<p>Low (24 Sept)</p> <p>Re-assessed from Medium (21 Aug)</p>	<p>RTi GWa LDw</p>	<p>Weekly (But at the start of Sept in particular)</p>

		<p>need no greater level of cleaning than clothing would normally receive.</p> <p><i>As we enter colder (autumn/winter) months we shall liaise with families about warm clothing that is school uniform compliant where possible – supporting sympathetically case by case where we are aware that this is problematic: (19 November)</i></p>				
23	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>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)

24	<p><i>New area of risk assessment – 24 Sept 2020</i></p> <p>Children from disadvantaged circumstances may be at a welfare risk if, as a result of self-isolation, they are not able to receive school meals where they are eligible, during periods of self-isolation.</p>	<p>During national lockdown families in receipt of free school meals were able to receive supermarket vouchers through EdenRed – a system that has been withdrawn. To recognise that we may at times ask children in these families to isolate (for example in response to a C19+ notification in school) we have put in place a responsive solution through Wonde to provide supermarket vouchers. Our experience to date is that eligible families have been able to receive and redeem ‘e’ vouchers in a timely fashion. Other schools are opting to provide food parcels which is problematic in terms of food distribution for UoBS as a school with a citywide pupil catchment.</p>	Y	Low	RHa	Weekly
25	<p><i>New area of risk assessment – 24 Sept 2020</i></p> <p>In circumstances where staff members are informed to self-isolate, staffing capacity overall presents a risk of being unable to operate the school safely or effectively.</p>	<p>We increased cover capacity within the staffing structure in readiness for September – and Covid secure teaching and learning arrangements lead to some colleagues having fewer commitments temporarily and can be deployed more flexibly. Where we can respond to absence in advance we shall – whilst remaining agile in assessing the staffing ratios in school at the start of each working day. We recognise at this time that supply staff agencies may find themselves with a reduced pool and that where we ever seek external cover colleagues we may not be able to access staff who know UoBS or have a relationship with us. We shall devise a ‘essentials’ staff handbook for temporary colleagues outlining in particular core Covid-secure protocols and processes, and core and current classroom management information to support them in their work when here. If</p>	Y	Low	CTo RHa	Weekly Although with daily monitor and response as needed

		<p>the Principal assesses at any point that staffing capacity at large presents a risk to safe operation, the Chair of Governors is alert to the fact that a recommendation to partially close the School for a fixed term period may be forthcoming and would require swift consideration. External (temporary) staff members will be asked to wear visors (provided by the school) by way of a control and safety measure for all parties.</p>				
26	<p><i>New area of risk assessment – 19 November 2020</i></p> <p>With colder months ahead, a lack of ventilation (especially natural ventilation) is not routinely and systematically in place.</p>	<p>We have confirmed that our engineered ventilation operates in such a way as to bring fresh air from the outside into the building but does not recirculate it to other spaces of the site. Air extracts to the top of the atrium and then vents outwardly. Advice from sources including HSE is that there are few benefits from fitting HEPA filters in relation to air being drawn in from outside of the building. We have nonetheless replaced general filters on the system.</p> <p>We have in addition implemented across the site an expectation that all learning and office/work spaces will be opened on a slight latch (as a minimum) when there are persons present. Staff are able to open windows more widely if they find spaces are overly warm or stuffy. In order to simultaneously maintain comfortable learning environments the heating has been set at 21C albeit recognising that energy costs for the school will rise in the context of heating a building which also has opened windows. We have communicated with families around the purchase of jumpers or</p>	Y	Medium	CTo RHa	Weekly (via Prof Services Meetings)

		<p>thermal undergarments, not ordinarily a part of uniform kit.</p> <p>We have checked with insurers and windows on the ground floor need to (and will) be locked overnight for security.</p>				
27	<p><i>New area of risk assessment – 19 November 2020</i></p> <p>With colder and more inclement weather ahead, recognise that new routines in place to control entry to the building for pupils and students mean that they are queuing outside of the building for longer periods of time especially at the start of a day.</p>	<p>We are reviewing the entry and line up arrangements to assess if it is possible to facilitate quicker entry to the site in the mornings – recognising that the control measures of staggered and ordered starts are essential in relation to the integrity of class or year cohort ‘bubbles’ and limiting mixing. We are costing and making plans for the purchase of lightweight cagoule or poncho style protections universally across the school and/or temporary coverings to the three line-up areas (marquee style).</p>	<p>Planning under way</p>	<p>Low</p>	<p>RTi RHa</p>	<p>By the end of the autumn term Dec 2020</p>
28	<p><i>New area of risk assessment – 19 November 2020</i></p> <p>Throughout lockdown there have been revised expectations around holding and concluding often sensitive and personal processes – best and ordinarily undertaken in person rather than online – whereby statutory periods have been paused and/or extended. With uncertain times continuing this should not be indefinite.</p>	<p>This relates notably to meetings such as Governor Discipline Committees, Independent Reviews (pupil exclusions), Governor Complaints Hearings, and HR Hearings – where matters are often sensitive, personal, or confidential in nature. Holding such meetings remotely as a result of wider C19 restrictions has not generally been recommended. This can and has led to due process being extended with matters often unresolved or not concluded. The School will move to offering remote (online) forums in such cases – providing all other parties consent – with an explicit understanding of confidentiality reinforced at the start of meetings (ie in relation to GDPR) and meetings will be recorded.</p>	<p>Y</p>	<p>Low</p>	<p>CTo</p>	<p>Monthly</p>

29	<p><i>New area of risk assessment – 19 November 2020</i></p> <p>With the second national lockdown underway at the stage of this review, assess and carefully determine arrangements for staff and pupils/students recognised as vulnerable – including having regard for national guidance.</p>	<p>Guidance from the DfE/PHE outlines that with the proviso that measures are in place for schools to be Covid-Secure, they remain safe environments for those deemed clinically vulnerable or pregnant. For staff or students/pupils identified as extremely clinically vulnerable (via GPs/NHS) home-based (shielding) arrangements should be made – working if possible if they are well. As at this review these arrangements are in place for those concerned, until the end of the national lockdown period in early December 2020 (or longer as required).</p>	Y	Medium	CTo RHa	<p>Fort-Nightly</p> <p>(And when needed)</p>
30	<p><i>New area of risk assessment – 19 November 2020</i></p> <p>With positive cases in school rising gradually, re-assess the expectations and methodologies around bi-modal teaching and learning so that, in the context of greater numbers of pupils/students undertaking fixed term periods of self-isolation it is as effective and manageable as possible.</p> <p><i>Cont ...</i></p>	<p>The Principal assesses the impact of positive C19 notifications when received on a case by case basis. This is both in relation to health protection considerations and self-isolation, and the impact more broadly on quality learning and manageable workload expectations for staff. Whenever the benefits of retaining a small proportion of a cohort onsite are outweighed by staff being able to set higher quality online learning for all, a decision is made to ask a year cohort isolate and/or learn from home. In relation to technology and change management of systems from CSE to RM (IT providers) we expect to be at a point by the end of November where Unify is in place – allowing elements of streamed/live/interactive delivery (rather than pre-recorded delivery). This will require safeguarding protocols to be in place around interactive remote learning expectations – for staff, and for pupils/students.</p>	Y	Medium	MSt RHa	Weekly

		The School has put in place a system for examinations and assessments (notably year 11 and 13 cohorts) so that PPE (trial) exams can be undertaken at home within a timed assessment window and pupil/student responses (scanned or photographed) uploaded for return to teachers.				
31	<p><i>New area of risk assessment – 19 November 2020</i></p> <p>Outcomes and well-being for pupils in year 11 and students in year 13 become of heightened concern and risk – in the context of further periods of home learning and/or self-isolation.</p>	<p>In England, as at the date of this review, there remains an expectation that summer 2021 public examinations (GCSEs/A levels) will proceed. The School will continue to gather assessment evidence around learning and progress (which can be standardised) and respond to any national directives (for example from Ofqual) in the event of implementing a system of centre-assessed grades should this be required as in summer 2020.</p> <p>Within the School’s wider plans for learning recovery and personalisation year 11 and year 13 will receive heightened attention and resources - whilst recognising that different plans are also appropriate and required in relation to other year cohorts.</p>	Y	Medium	MSt LDw ARe	Weekly