

## 1 The Hive College Introduction

The government plan is for the ~~phased return of some children to school from the week commencing 1 June~~ full return of all students from September 2020: <https://www.gov.uk/government/publications/actions-for-colleges-during-the-coronavirus-outbreak/guidance-for-full-opening-colleges>

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

This risk assessment checklist/tool is based on Government guidelines on COVID-19 as at 2<sup>nd</sup> July 2020 and is provided to help colleges to prepare and decide arrangements for an increased number of students attending/returning to college. It remains subject to change at a short notice as updates are received from the Department for Education (DfE) or Birmingham City Council (BCC). Separate guidance is available for Special Colleges and is not considered in this tool.

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

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** the potential injury/health.

Likelihood	Severity
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**RISK Assessment Tool**
**13/07/2020**

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) to determine the the Likelihood and Severity being independently scored and plotted.

provides a method level of risk, with

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  $3 \times 1 = 3$ . 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
<b>Example:</b> <b>Slips, trips and falls</b> <i>There are smooth surfaces and tripping hazards around the college site with the potential to cause persons to fall over injuring themselves with multiple injuries.</i>	<ul style="list-style-type: none"> <li>• <i>Cleaning regime in place.</i></li> <li>• <i>Correct safe substance used for surfaces.</i></li> <li>• <i>Signage available.</i></li> <li>• <i>Cleaners have received training.</i></li> <li>• <i>Introduce hazard reporting system and ensure that staff are aware of college H&amp;S Policy.</i></li> <li>• <i>Undertake specific risk assessment on snow and ice.</i></li> <li>• <i>Remove all trailing cables in admin office.</i></li> </ul>	<b>Y</b>	Review arrangements for new staff i.e. ensure the H&S policy is shared /communicated	<b>3x1=3 Low</b>

DRAFT

Links to related published guidance notes to be referred to alongside the Model Risk Assessment	
<p><b>Links to DfE Guidance</b></p> <p>As new guidance is produced weekly, please refer to <a href="http://www.gov.uk">www.gov.uk</a> for updates</p> <p>Note from DfE: Colleges and colleges are not required to use these guides, and may choose to follow alternative approaches to preparing for wider opening, or to use some sections of this guidance alongside other approaches</p>	<p><a href="https://www.gov.uk/government/publications/actions-for-colleges-during-the-coronavirus-outbreak/guidance-for-full-opening-colleges">https://www.gov.uk/government/publications/actions-for-colleges-during-the-coronavirus-outbreak/guidance-for-full-opening-colleges</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance#updating-risk-assessments</a></p> <p><a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-college-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-college-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-colleges-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-colleges-and-other-educational-settings</a></p> <p><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-colleges-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-colleges-and-colleges-in-the-autumn-term">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-colleges-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-colleges-and-colleges-in-the-autumn-term</a></p> <p><a href="https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update">https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update</a></p> <p><a href="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/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</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-free-college-meals-guidance/covid-19-free-college-meals-guidance-for-colleges">https://www.gov.uk/government/publications/covid-19-free-college-meals-guidance/covid-19-free-college-meals-guidance-for-colleges</a></p> <p><a href="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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p>

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	<p><a href="https://www.gov.uk/guidance/college-reports-on-student-performance-guide-for-headteachers">https://www.gov.uk/guidance/college-reports-on-student-performance-guide-for-headteachers</a></p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p>Keeping children safe in education 2020 – comes into force 1st Sept and references keeping children safe online whilst at home: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> (added in v2)</p> <p><a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> (added in v2)</p>
<b>Governance and other resources</b>	<p>ACAS guidance on mental health: <a href="https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus">https://www.acas.org.uk/acas-launches-new-guidance-on-mental-health-during-coronavirus</a></p> <p>HSE guidance on working during coronavirus and related links: <a href="https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/working-safely-during-coronavirus-outbreak.htm</a></p> <p>NAHT guidance on health and safety duties and colleges: <a href="https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-colleges/">https://www.naht.org.uk/advice-and-support/management/health-and-safety-duties-and-colleges/</a></p>

Version edits			
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1	Original		07/07/20

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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
<b>1. Identify likely numbers of students returning and agree required staffing resource and approach and liaise with the Trust Board our plans</b>					
<b>Lack of certainty over returning numbers</b>	2x1=2	<ul style="list-style-type: none"> <li>• Planning for full attendance of all year groups except for red rag rated students due to health issues.</li> <li>• Phased return arrangements in place for STRIVE groups and red rag rated students.</li> <li>• Support for student/parent anxiety about return to college and vulnerability to COVID-19</li> <li>• 10 students remain shielded at home</li> <li>• Requests for support for vulnerable families sent through to ACAS</li> <li>• Any specialist equipment required is returned to college/additional equipment made available to support return</li> <li>• Home to college transport in place for the Strive students</li> <li>• Readiness to implement Test and Trace</li> </ul>	Yes		1x1=1
<b>Number of staff available is lower than that required to teach classes in college</b> ( <i>cross reference with risk assessment on staff health and wellbeing</i> )	2x2=4	<ul style="list-style-type: none"> <li>• The health status and availability of every member of staff is known and is regularly updated. Including all teaching and non-teaching staff and domestic/kitchen staff etc.</li> <li>• Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online.</li> <li>• Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>• A blended model of home learning and attendance at college will be utilised if staffing levels improve.</li> <li>• Contingency planning is in place and additional resource identified</li> <li>• Consideration of available testing for college staff is updated according to latest government advice: <a href="https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance">https://www.gov.uk/guidance/nhs-test-and-trace-workplace-guidance</a></li> <li>• <a href="https://www.gov.uk/government/publications/guidance-on-">https://www.gov.uk/government/publications/guidance-on-</a></li> </ul>	Yes	Staff have been sent health questionnaire  Monitored by SLT/ HR	1x1=1

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		<u>shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</u> (added in v2) <ul style="list-style-type: none"> <li>All staff know the students that they are working with</li> <li>1<sup>st</sup> Aiders and fire marshals identified</li> <li>Cleaning rota implemented</li> <li>Curriculum to meet the needs of the students</li> </ul>			
College lose focus on continuing to apply in-year admissions process including admitting 'new' students	2x2=4	<ul style="list-style-type: none"> <li>Review in-year college admissions expectation with key admission staff.</li> <li>Ensure key college contact and related resources in place.</li> <li>Ensure timely returns of individual student and wider cohort data returns.</li> <li>Ensure speedy admission of students in the relevant programme groups.</li> </ul>			1x1=1
<b>2. Plan how the whole college will be accommodated and encourage attendance</b>					
Plans are not in place to identify number of classrooms and additional furniture or social distancing measures for each programme group	2x4=8	<ul style="list-style-type: none"> <li>SLT and site management team meet weekly to review college site and specify entry/exit points and classroom use</li> <li>96 students and 50 staff that can be accommodated in college on any given day with a teacher per 'bubble'</li> <li>7 designated classrooms being fully utilised for each programme group and reorganised to allow front facing desks where possible</li> <li>Furniture items to be arranged to be front facing (if required more suitable furniture will be purchased)</li> <li>No unused classrooms that can be utilised</li> <li>Engagement of appropriate services for families not engaging</li> <li>Curriculum and group leads in college meet regularly to review impact of plan</li> </ul>	Yes	Monitor the number of students on certain days when all groups are in. SLT to review weekly	1 x4+4

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<b>Classroom and timetable arrangements do not allow for all students to attend in line with guidance</b>	2x4 =8	<ul style="list-style-type: none"> <li>• Agreed new timetables and confirm arrangements for each programme group to allow for reduced interaction between different year and program groups. Plan in place to reduce the need to move between basic class spaces.</li> <li>• Classroom size and numbers reviewed through daily planning.</li> <li>• Classrooms re-modelled, with chairs and desks front facing and spaced to allow for social distancing.</li> <li>• Spare furniture removed that will not be used.</li> <li>• Clear signage displayed in classrooms promoting social distancing.</li> <li>• Hand washing facilities identified for each class base</li> <li>• Arrangements in place to support students when not at college with remote learning at home.</li> <li>• The Strive and Thrive class groups stay together with their teacher and do not mix with other students.</li> <li>• Live students socially distance at lunch and break times within the common room.</li> <li>• Consideration of staffing changes to cover absence.</li> <li>• Encourage the use of outdoor gym equipment space, weather dependent</li> <li>• Staggered lunchtimes to align with staggered start and finish times for Strive.</li> <li>• Packed lunches to be brought in by the students</li> <li>• Lunchtimes for Strive and Thrive in the classroom</li> <li>• College numbers monitored daily</li> <li>• Posters displayed in college hallways and classrooms demonstrating social distancing</li> <li>• Clear and concise procedures to adhere, where possible, to social distancing</li> </ul>	Yes	SLT to monitor weekly	1 x 4=4
<b>There is a need for additional space to</b>	3 x 3 =9	<ul style="list-style-type: none"> <li>• Common room used as a large space for the Live programme</li> </ul>		All available spaces being used	3 x 3=9

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allow for curriculum to be fully delivered		<ul style="list-style-type: none"> <li>Large gatherings are prohibited.</li> <li>Design layout and arrangements in place to enable social distancing.</li> </ul>			
<b>3. Content and timing of communications to parents and students including discussing attendance expectations and other specific things that parents should do to help prepare returning students</b>					
Parents and carers are not fully informed of the health and safety requirements for the reopening of the college	3 x 2=6	<ul style="list-style-type: none"> <li>As part of the overall communications strategy parents are kept up to date with information, guidance and the college's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the college website is available and updated clearly showing arrangements for arriving/collecting students</li> <li>Parent and student handbooks created reflecting changes to usual college policy</li> <li>Advice is made available to parents on arrangements testing for COVID-19</li> <li>Clarify arrangements for pick-up/drop-off, break times</li> <li>Arrangements in place for personal care</li> <li>PPE equipment to be used as directed</li> </ul>	Yes		3 x 1=3
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	3x3=9	<ul style="list-style-type: none"> <li>Key messages in line with government guidance are reinforced on a weekly basis via email, text and the college's website and verbally.</li> <li>College website is updated regularly</li> <li>Clear procedures in place where a child falls ill whilst at college with reference to the college's infectious diseases policy.</li> <li>Ensure contact details of families are up to date.</li> <li>PPE equipment to be used as directed</li> <li>Nursing staff to wear full PPE when with a student</li> <li>PPE to be worn by staff with a student who is unwell or suspected of having COVID-19 symptoms</li> </ul>	Yes		3x2=6

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<b>Communications with parents/carers about expectations that must be followed to support students and keep the college community safe are not clear or in place</b>	3x3 =9	<ul style="list-style-type: none"> <li>Request daily changes of clothes to reduce the risk of infection</li> <li>Handwashing/ use of antibacterial gel will be an essential part of the college day – posters around college promoting action</li> <li>Clarity around attendance expectations; in particular when COVID-19 is a risk factor within the family.</li> <li>No student allowed into college if ill themselves or a member of their family are not well.</li> <li>If a student is in a household with a member of the family who have or are suspected of Covid-19, then the student must follow the track and trace and not come into college.</li> <li>Ensure resources to support mental health and wellbeing, including anxiety of returning to college for students and parents</li> <li>Students to only bring essential items into college</li> <li><a href="https://www.forwardthinkingbirmingham.org.uk">https://www.forwardthinkingbirmingham.org.uk</a></li> </ul>	Yes		3x1=3
<b>4. The college day</b> <b>This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></b>					
<b>The start and end of the college day create risks of breaching social distancing guidelines</b>	3x3=9	<ul style="list-style-type: none"> <li>Start and departure times are staggered for all students.</li> <li>The number of entrances and exits to be used is maximised; External access points in class bases to be utilized.</li> <li>Different entrances/exits are identified and used for different groups.</li> <li>Staff and students are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating and parents</li> </ul>	Yes	To be monitored by SLT to ensure no pinch points or excess movement of students	3x2=6

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		are informed that gathering at college entrance needs to be minimised. Parents to wait in car and student will have their temperature checked before entering college. <ul style="list-style-type: none"> <li>• Students to be taken to parent's car at the end of the day.</li> <li>• Floor markings are visible where it is necessary to manage any queuing.</li> <li>• Attendance patterns have been optimised to ensure maximum safety.</li> <li>• Remind and monitor students who arrive by foot about the need for social distancing.</li> <li>• Safe area identified for students to wait for temperature checks who arrive by foot.</li> </ul>			
Daily attendance registers for new cohorts are not in place	3x2=6	<ul style="list-style-type: none"> <li>• KE responsible for completion of college daily attendance registers</li> <li>• KE responsible for completion of DfE daily submission (if applicable)</li> <li>• Regular reporting and monitoring of attendance to Trust Board</li> </ul>	Yes		3x1=3
<b>5. Provision for meals and FSM.</b> Consider alongside <a href="https://www.gov.uk/government/publications/covid-19-free-college-meals-guidance/covid-19-free-college-meals-guidance-for-colleges">https://www.gov.uk/government/publications/covid-19-free-college-meals-guidance/covid-19-free-college-meals-guidance-for-colleges</a>					
Students eligible for free college meals do not continue to receive vouchers	2x1=2	<ul style="list-style-type: none"> <li>• FSM Voucher scheme to be looked into</li> <li>• Issues with food poverty to be addressed through application to BCC and ACAP</li> </ul>	Yes		1x1=
Meals are not available for all students in college	2x3=6	<ul style="list-style-type: none"> <li>• Communication with catering personnel to considerations</li> <li>• Procurement plan in place which confirms that suppliers are following social distancing and hygiene measures.</li> </ul>		Lunchtime provision to be reviewed by SLT	1x3=3

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		<ul style="list-style-type: none"> <li>• Safe food preparation space, taking account of social distancing</li> <li>• Stagger lunchtimes to align with staggered start and finish times.</li> <li>• Students to provide their own packed lunches for first 2 weeks with this to be reviewed</li> <li>• Lunchtimes for Strive and Thrive to be in the classroom.</li> <li>• Alternative arrangements in place for provision of college meals</li> <li>• Usual considerations in place for dietary requirements</li> </ul>			
<b>6. Safeguarding provision is needed in c to support returning students and consider any necessary changes and referrals as more students return to college including those with problems accessing online offer</b> Consider alongside: <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a>					
College safeguarding policy and procedures are not in place, including updated appendix to include arrangements for COVID-19	2x2=4	<ul style="list-style-type: none"> <li>• Safeguarding remains highest priority and the policy is updated to reflect changes</li> <li>• All staff are briefed on updated safeguarding arrangements, including those contacting families of students that are not attending college</li> <li>• All DSLs have swift access to advice from LA, CSC, Adult Social Services, college / nurses/ Physiotherapist, health visitors and police College to consider any changes to day to day health and safety policies including changes to evacuation arrangements depending on the use of classrooms, entry and exit points and Critical Incident and Lockdown procedures, factoring in social distancing requirements</li> <li>• Expectations to be shared with students in the event of the need to evacuate the building in an emergency</li> </ul>	Yes		2x2=4
High risk of increased disclosures from	2x2=4	<ul style="list-style-type: none"> <li>• DSL capacity is factored into staffing arrangements to ensure enough staff are available to deal with the potential increase in disclosures from students</li> </ul>	Yes		2x2=4

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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
returning students		<ul style="list-style-type: none"> <li>Contact is maintained with families where there are vulnerable students that are not attending college due to parent/carer decision</li> <li>Multi-agency arrangements in place to support early help</li> <li>College is aware of support through Early Help Hubs, ACAS</li> <li>Advice is available through ACAP, BCC Safeguarding and BCC Prevent Team</li> <li>KE/NC to continue to build excellent connections with outside agencies</li> </ul>			
Insufficient staff confidence or awareness of mental health, pastoral support, wider wellbeing support for students returning to college	2x2=4	<ul style="list-style-type: none"> <li>Staff have access to a range of support services and feel well prepared to support students with issues that are impacting on their health and wellbeing. This is differentiated for students attending college and those still at home. This includes the use of the recovery curriculum resources, social stories and</li> <li>Staff are aware of how to access support for issues such as anxiety, mental health, behaviour, young carers, and behaviour in addition to safeguarding in general.</li> <li>Area on the website with wellbeing resources</li> <li>NC continues to develop recovery curriculum</li> <li>Students will participate in daily "Talkabout" sessions and focus on Preparing for Adulthood.</li> </ul>	Yes		1x2=2
<b>7. Behaviour policies reflect the new rules and routines necessary to reduce risk in your setting</b>					
Students' behaviour on return to college does not comply with social distancing	2x4=8	<ul style="list-style-type: none"> <li>Clear messaging to students on the importance and reasons for social distancing, reinforced throughout the college day by staff and through tutorials, posters and floor markings.</li> </ul>	Yes		2x2=4

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guidance		<ul style="list-style-type: none"> <li>• Staff model social distancing consistently.</li> <li>• The movement of students around the college is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured, conducted in the designated area and closely supervised.</li> <li>• The college's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents.</li> <li>• Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>• Messages to parents to reinforce the importance of and exhibit social distancing.</li> <li>• Posters and stickers around college reinforcing social distancing.</li> </ul>			
<b>8. Identify curriculum priorities, agree revised expectations and required adjustments in practical lessons including any approaches to 'catch up' support</b>					
<b>Students may have fallen behind in their learning during college closures and achievement gaps will have widened</b>	4x3=12	<ul style="list-style-type: none"> <li>• Gaps in learning are assessed and addressed in teachers' planning.</li> <li>• Home learning is continuing and is calibrated to complement in-college learning and address gaps identified.</li> <li>• Accreditation courses are covered by calculated evidence.</li> <li>• Plans for intervention are in place for those students who have fallen behind in their learning and are supported.</li> </ul>	Yes	Induction period extended September 2020	4x2=8

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
College unable to meet full provision required in line with EHCP	3x3=9	<ul style="list-style-type: none"> <li>Review individual students EHCP to consider what adjustments need to be made to achieve targets and will be provided whilst in college</li> <li>Where EHCPs have been adapted to make any allowances for the restrictions of COVID-19, these plans are reviewed to include the interim arrangements under the recovery plan</li> <li>Access support through health and social care offer</li> <li>Support offered through LA SEND Panel/ Early Years Inclusion Support Service</li> </ul>	Yes		3x2=6
Operational needs of college create insufficient resource to support ongoing learning offer for eligible students who can't attend college, as well as those that continue to be out of college	2x1=2	<ul style="list-style-type: none"> <li>Access for online resources</li> <li>Continually review online offer for students that are unable to attend college</li> <li>Learning offer for students unable to access online resources</li> <li>Access support for those students affected by ICT poverty</li> <li>Differentiate offer for eligible students that can't attend college to support future transition</li> </ul>	Yes		2x1=2
Students moving on to the next phase in their education are ill-prepared for transition	2x3=6	<ul style="list-style-type: none"> <li>A plan is in place for the parent and student family support worker to speak with students and their parents about the next stage in their education and resolve any issues.</li> <li>There is regular and effective liaison with the destination institutions to assist with students' transition.</li> <li>Regular communications with the parents of incoming students are in place, including letters, newsletters and telephone calls</li> <li>Induction days for students and parents has been completed.</li> </ul>	Yes		2x2=4
<b>9. Content and timing of staff communications including bringing in staff in advance of students returning</b>					

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Staffing levels can't be maintained	3x3=9	<ul style="list-style-type: none"> <li>Contingency planning is in place at appropriate levels with SLT, DSLs, first aid qualified staff and fire marshals</li> <li>Chair of the Trust board kept informed throughout</li> </ul>	Yes	Staff absence levels reviewed by KE/ NC	3x2=6
Identify staff unable to return to college	2x3=6	<ul style="list-style-type: none"> <li>There is one member of staff who is pregnant and will continue to work from home carrying out safe and well calls and preparing remote learning. Otherwise there are no staff clinically vulnerable or living with someone who is clinically extremely vulnerable, unable to attend college and cannot adhere to social distancing.</li> <li>If this changes specific activities for staff who are vulnerable/shielded will be identified</li> </ul>	Yes		3x1=3
Staff are insufficiently briefed on expectations	3x2=6	<ul style="list-style-type: none"> <li>Staff receive weekly briefings on day to day college matters</li> <li>Support for mental health and wellbeing is communicated to all staff and there are plans in place to check on staff wellbeing regularly, including senior leaders</li> <li>If required flexible working arrangements needed to support any changes to usual working patterns would be discussed and agreed</li> <li>Staff workload expectations are clearly communicated</li> <li>A training plan is in place for the academic year and includes what staff training is needed to implement any changes that the college plans to make.</li> <li>Staff induction on changes due to Covid-19</li> </ul>	Yes	Support for staffs mental well ness in place by NC	3x1=3
<b>10. Protective measures and hygiene</b> This section should be considered in conjunction with <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>					
Measures are not in place to limit risks and limit movement around the building(s). Social	3x2=6	<ul style="list-style-type: none"> <li>Measures are in place with regard to the classroom layouts, entry and exit points, staggered starts, staggered break times/ lunchtimes and class sizes across college.</li> <li>Staggered start and finish times</li> <li>Circulation plans have been reviewed and amended.</li> </ul>	Yes	SLT to review movement around college and adapt as required	3x1=3

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<b>distancing guidance is breached when students circulate in corridors as students are unable to or do not observe social distancing at break and lunch times</b>		<ul style="list-style-type: none"> <li>• Circulation routes are clearly marked with appropriate signage.</li> <li>• Any pinch points/bottle necks are identified and managed accordingly, with more intensive and regular cleaning of regular touch points</li> <li>• The movement of students around college is minimised as much as possible.</li> <li>• Where possible, students stay in classrooms and staff move around.</li> <li>• Group change overs are staggered to avoid overcrowding.</li> <li>• Students are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>• Appropriate supervision levels are in place.</li> <li>• Agree how safety measures and messages will be implemented and displayed around college</li> </ul>			
<b>The size and configuration of classrooms and teaching spaces does not support compliance with social distancing measures</b>	3x3=9	<ul style="list-style-type: none"> <li>• Classroom base arrangements in place.</li> <li>• Net capacity assessment/asset plans reviewed, with each classroom and teaching space compliant with social distancing measures and in line with government guidance</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces. Safe storage arranged for unused furniture.</li> <li>• All soft furnishings have been removed in the Strive classroom environments</li> <li>• Resources are arranged to be used by small groups to limit the risk of cross contamination.</li> <li>• Arrangements are reviewed regularly.</li> <li>• Classroom ICT equipment including eye gaze/ voca's to be cleaned at the beginning and end of each day</li> </ul>	Yes		3x2=6

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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
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>	2x3=6	<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms.</li> <li>Staff to maintain 2 metre distance, where possible</li> <li>Limit the number of staff in the staff room at any one time.</li> </ul>	Yes	Staff room to be monitored for social distancing	2x2=4
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures</b>	2x3=6	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>KE/ NC have arrangements in place to meet the staffing requirements when taking care of a student's personal care and responding to the students changing requirements.</li> <li>Floor markings are in place to promote social distancing.</li> <li>Students and staff know that they can only use the toilet one at a time and must clean before and after use.</li> <li>Students are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned after each use to take account for the number of students accessing the facilities.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Students are reminded regularly on how to wash hands and are supervised in doing so. Handwashing is incorporated into the daily timetable.</li> <li>Provision of hand gel is made available where there are no handwashing facilities, these are in the reception area and entry and exit points and outside each class.</li> </ul>	Yes		2x2=4
<b>11. Enhanced cleaning and how it will be implemented in your college for example how often, when/if additional clean is necessary and how you will ensure sufficiency of supplies</b>					

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
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	3x2=6	<ul style="list-style-type: none"> <li>• A return-to-work plan for cleaning staff (including any deep cleans) is agreed prior to September opening.</li> <li>• An enhanced cleaning schedule is agreed and implemented which minimises the spread of infection, making full use of timetable breaks, between lunch groups, before and after college.</li> <li>• Care staff to complete enhanced daily cleaning of doorways, handles and corridor walls and other frequently touched surfaces</li> <li>• More frequent cleaning of rooms to be completed by TA's</li> <li>• Outdoor gym equipment will be more frequently cleaned.</li> </ul>	Yes		3x1=3
Procedures are not in place for Covid-19 clean following a suspected or confirmed case at college	2x3=6	<ul style="list-style-type: none"> <li>• Cleaning staff Manager is aware of the guidance for cleaning of non-healthcare settings <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• Plans are in place to identify and clean all areas with which the symptomatic person has been in contact.</li> <li>• Sufficient and suitable PPE equipment is available for the required clean</li> <li>• Adequate waste disposal arrangements are in place to dispose of contaminated equipment</li> <li>• Alternative arrangements are in place for vulnerable students and key worker families in case the college needs to close for a Covid-19 clean</li> <li>• Seek support from Public Health Birmingham. Use the <a href="#">flowchart</a></li> </ul>	Yes	Cleaning rota's used  Cleaning plan if a student becomes unwell	2x1=2
<b>12. Enhanced hygiene for example toilet use, hand washing and decide on policy related to usually shared items e.g. books, practical equipment</b>					

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
Inadequate supplies of soap and hand sanitiser mean that regular hand washing routines cannot be established	2x4=8	<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the college reopens and additional supplies are purchased if necessary.</li> <li>Appropriate measures to supervise effective hand washing of the students is in place</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day</li> <li>Posters reinforce the need to wash hands regularly and frequently, including on arrival at college.</li> <li>Reinforce 'catch it, kill it, bin it' message</li> <li>Hand sanitizers outside of each classroom base and in reception</li> </ul>	Yes	DP will audit and monitor  Posters placed in strategic positions around college on the hand washing procedure.	2x2=4
Inadequate supplies and resources mean that shared items are not cleaned after each use	3x3=9	<ul style="list-style-type: none"> <li>Limit the amount of shared resources that are taken home and limit exchange of take-home resources between the students and staff</li> <li>Cater for equipment and resources per student and prevent the sharing of stationery and other equipment where possible.</li> <li>Any shared classroom materials and surfaces cleaned and disinfected frequently and between groups</li> <li>Roles and responsibilities identified for each area with cleaning resources. Each class is allocated their own cleaning products and a cleaning schedule to be signed.</li> <li>The trust board is aware of any additional financial commitments</li> </ul>	Yes	Diaries not to be used and the E4L app to be utilised for home communication.  All communication aids cleaned  All surfaces cleaned twice a day  Individual cleaning products in classrooms, common area and bathrooms	3x2=6
<b>13. College level response should someone fall ill on site in line with govt guidance</b>					
Staff, students and parents are not aware of the college's	3x3=9	<ul style="list-style-type: none"> <li>Staff, students and parents have received clear communications informing them of current government guidance on the actions to take should anyone display</li> </ul>	Yes	Full PPE worn by bathroom staff and strive staff	2x2=4

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<b>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 college</b>		symptoms of COVID-19 and how this will be implemented in the college. <ul style="list-style-type: none"> <li>• Staff caring for non verbal and vulnerable students are vigilant for symptoms of COVID-19 and signs of illness that may be associated to it as per government advice.</li> <li>• This guidance has been explained to staff and students as part of the induction process</li> <li>• Staff are aware of the location of class and emergency PPE.</li> <li>• Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> <li>• Health and safety trustees are satisfied that arrangements are in place and in line with DfE guidelines</li> <li>• Report cases of to the Health Protection Team in Public Health England using the online reporting system available here:  <a href="https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l">https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2l</a> or by telephone to 0344 225 3560 (opt 0 opt 2). Keep upto date with PH updates on responding to cases in colleges during the contact tracing phase of the response.</li> <li>• Any teaching and support staff who develop symptoms of COVID-19 are eligible for testing via the essential worker scheme, which can be a home test kit or drive-through test appointment. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></li> <li>• Understanding of latest HSE RIDDOR REPORTING guidance for Covid-19 on when and how to report exposure to coronavirus or a diagnosis of COVID 19, in the workplace under RIDDOR.</li> </ul>			
<b>Arrangements to isolate individuals displaying symptoms</b>	3x3=9	<ul style="list-style-type: none"> <li>• College's medical room/space has been assessed to ensure social distancing and isolation measures are not compromised</li> </ul>	Yes	Deep cleans done daily Full PPE equipment worn by staff with the	3x2=6

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of COVID-19 are not in place		<ul style="list-style-type: none"> <li>• There is a designated area available where a key person will continue to support the student away from the rest of the group until collection by parent/carer.</li> <li>• Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms or other spaces to be deep cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>• PPE to be used by staff where students symptomatic.</li> <li>• Other students to be kept away from the student displaying symptoms</li> <li>• The guidance has been explained to staff and students as part of the induction process</li> </ul>		<p>students and for the deep clean.</p> <p>All risk assessment completed and shared with the Trust board</p>	
<b>14. Plan for personal protective equipment for staff providing intimate care for any student and for cases where an individual becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>					
Provision of PPE for staff where required is not in line with government guidelines	3x2=6	<ul style="list-style-type: none"> <li>• Government guidance on wearing PPE is understood and communicated</li> <li>• Sufficient PPE has been procured through normal stockist</li> <li>• PPE requirements for individual students and staff have been risk assessed and sourced through normal stockist</li> <li>• Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and how to dispose of them safely.</li> <li>• Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>• Avoid face to face contact and minimise interaction under 1m with students, except for those with complex needs</li> <li>• Appropriate measures are taken on the cleaning of reusable PPE items in line with guidance</li> <li>• Staff and students reminded that gloves are not a substitute</li> </ul>	Yes	<p>KE monitoring PPE stock levels</p> <p>PPE to be worn with Strive students and in the bathroom when attending to personal care at all times</p> <p>Hand sanitiser available in the corridors outside the classrooms, in classroom and at reception.</p>	3x1=3

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		for washing your hands <ul style="list-style-type: none"> <li>Staff responsible for cleaning their own visors start of the day, AM, PM and at the end of the day, or as required.</li> </ul>			
<b>PPE provision is not in place for staff providing intimate care and for cases where a student's becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home</b>	3x2=6	<ul style="list-style-type: none"> <li>Requirements for PPE have been assessed in line with DfE guidelines and Public Health Birmingham scenarios</li> <li>Sufficient stock has been ordered using college's usual suppliers</li> <li>Arrangements to seek LA support to obtain PPE in case of an emergency are known and in place</li> <li>Health and safety trustees are satisfied that arrangements are in place and in line with DfE guidelines</li> <li></li> </ul>	Yes	KE to ensure that all measures have been taken will practicably reduce the risk of transferring infection.	3x1=3
<b>15. Managing premises related issues</b>					
<b>There is no agreed approach to any scheduled or ongoing building works therefore contractors on-site whilst college is in operation may pose a risk to social distancing and infection control</b>	2x3=6	<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for college (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe including distancing and hygiene procedures.</li> <li>Assurances have been sought from the contractors that they are familiar with the <a href="#">symptoms associated with Coronavirus covid-19</a>, all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is always maintained.</li> </ul>	Yes	A risk assessment will need to be completed for contracted workers	2x1=2

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		<ul style="list-style-type: none"> <li>• Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/students are kept apart.</li> <li>• Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>• In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> <li>• Premises trustee board committee is aware of planned works and associated risk assessments</li> <li>• As BCC is the building owner the <i>landlord approval process</i> has been undertaken when required i.e. any works likely to disturb the fabric of the building</li> </ul>			
<b>Fire procedures are not appropriate to cover new arrangements</b>	2x2=4	<ul style="list-style-type: none"> <li>• Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>○ Reduced numbers of students/staff</li> <li>○ Possible absence of fire marshals</li> <li>○ Social distancing rules during evacuation and at muster points</li> <li>○ Possible need for additional muster point(s) to enable social distancing where possible</li> </ul> </li> <li>• Staff, students and trustees have been briefed on any new evacuation procedures.</li> <li>• Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>• Fire drill arranged in line with Covid plan.</li> </ul>	Yes		1x2=2

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**RISK Assessment Tool**

13/07/2020

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
Fire evacuation drills - unable to apply social distancing effectively	2x2=4	<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place and are in line with social distancing measures, with marked areas if required</li> <li>A fire drill will be completed within the first few weeks of college opening</li> </ul>	Yes		2x1=4
Fire marshals absent due to self-isolation	2x2=4	<ul style="list-style-type: none"> <li>An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly.</li> <li>Staff appropriately trained in fire marshal duties as required.</li> </ul>	Yes	KE is the appointed Fire Marshal manager All SLT trained in the fire marshal procedure	2x1=2
Statutory compliance has not been completed due to the availability of contractors during lockdown	4x2=8	<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>The caretaker has flushed all toilets and run the taps for the required period of time.</li> </ul>	Yes	Honeybourne water contractors have been enlisted and certification to be arranged	4x1=4
The costs of additional measures and enhanced services to address COVID-19 when reopening puts the college in financial difficulty	2x3=6	<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>Trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The college's projected financial position has been shared with trustees.</li> </ul>	Yes	DR produced a report on additional staffing costs  Any financial under calculation will be reported to the trust board	2x1=2
<b>16. Ensure you have considered the impact on staff and students with protected characteristics including race and disability in developing you approach</b>					

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<b>Considerations</b> <ul style="list-style-type: none"> <li>Nationally the <a href="#">ONS analysis</a> has identified an increased risk of death among some ethnic groups, although this increased risk reduces when age, gender and long term conditions like type 2 diabetes, high blood pressure and kidney disease, but doesn't disappear completely and further research is needed to explore this.</li> <li>There doesn't appear to be any different between in ethnic groups in terms of infection rates, i.e. who catches it, the difference is in the proportion who die.</li> <li>In light of this it is important for risk assessments of individuals, staff and students, take this into account, the main risks are around health conditions such as <b>diabetes, kidney disease and high blood pressure</b>, especially if poorly controlled and also obesity has been identified as a significant risk factor. The risk of death is also higher in older people over 65yrs and men have a slightly higher rate than women. Those with respiratory conditions like asthma and chronic obstructive pulmonary disease also pose higher risks, along with auto-immune conditions. Smoking can also exacerbate the disease and lead to poorer outcomes</li> <li>The <a href="#">NHS risk assessment</a> suggests BAME individuals have a higher risk at a younger age, so as a rough guide consider a BAME 55yr old's risk in the same way you would consider White 65yrs old, but the biggest risk factor is existing health conditions.</li> <li>Once risks are identified then it would be sensible to work with your occupational health provider on how then to look at adjustments and whether staff can, for the remainder of term, support remote teaching or telephone support roles. This assessment will need to be on a case by case basis.</li> <li>If someone in the household is shielding (part of the 1.5million), the children in that household should not be included in the first wave of students going back to college. Staff may however consider returning if they are able to practice good hand hygiene and follow the national guidelines on <a href="#">living with someone who is shielded</a>.</li> <li>It is less clear cut for children who are living in households with other vulnerable adults or siblings who are not shielded, however it is worth noting that the risk is less from younger children than older children and can be reduced through good hand hygiene. This however will be a decision that parents will need to make individually based on their personal circumstances.</li> </ul>					
<b>Measures have not been put in place to protect staff and students with underlying health issues, BAME staff, and those who are shielding</b>	<b>3x3=9</b>	<ul style="list-style-type: none"> <li>An equality impact assessment is undertaken for staff and students</li> <li>All members of staff and parents of students with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the college.</li> <li>Records are kept and regularly updated. Check students and staff who have identified as having asthma have up to date care plans, the diabetic individual have it under control, any other know health issues controlled.</li> </ul>	Yes	Individual data and information collated and analysed  All staff assessed and those who fall into the BAME category will have individual risk assessments  Individual cases	<b>3x2=6</b>

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		<ul style="list-style-type: none"> <li>• Members of staff and parents of students with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>• Staff and parents of students are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. The <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u></li> <li>• All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance.</li> <li>• Current government guidance is being applied.</li> <li>• Consider advice from Public Health England regarding BAME staff in section above.</li> <li>• Seek advice from Occupational Health Service</li> </ul>		<p>discussed with staff</p> <p>Age and gender are also considered.</p>	
<b>Staff, particularly those from BAME heritage, are reluctant to attend college due to the media coverage on deaths related to coronavirus.</b>	<b>3x2=6</b>	<ul style="list-style-type: none"> <li>• 12 BAME staff</li> <li>• 12 BAME staff have been risk assessed but none require to remain shielded at home</li> <li>• 12 of BAME staff able to return but requiring additional support</li> <li>• Staff are encouraged to focus on their wellbeing.</li> <li>• Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>• Staff briefings and training have included content on wellbeing.</li> <li>• Staff briefings/training on wellbeing are provided.</li> <li>• Staff have been signposted to useful websites and resources.</li> </ul>	Yes		<b>3x1=3</b>

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
Parents, particularly those from BAME heritage, are reluctant to send their children to college due to the media coverage on deaths linked to coronavirus	4x2=8	<ul style="list-style-type: none"> <li>• 52 BAME students</li> <li>• 10 of BAME students risk assessed and requiring to remain shielded at home</li> <li>• 42 of BAME students able to return but requiring additional support</li> <li>• There are sufficient numbers of trained staff available to support students and parents with these anxieties.</li> <li>• There is access to designated staff for all students and parents who wish to talk to someone about their wellbeing and anxieties about attending college</li> <li>• College arrangements demonstrating social distancing measures are shared with parents and students</li> <li>• Resources/websites to support parent and student anxiety are provided.</li> </ul>	Yes	SOT team have made regular contact with parents and kept them informed  Social distancing in accordance with the guidance	4x1=4
Parents do not follow advice on social distancing when visiting the college	4x2=8	<ul style="list-style-type: none"> <li>• Visitors (including parents/carers) to the college may be restricted to one area, or to an allocated appointment time</li> <li>• Arrangements for visiting the college are communicated to parents/carers</li> </ul> Expectations around hygiene and social distancing are communicated with parents/carers including drop-off/pick-up time to reduce gatherings  Visitors to use hand gel and temperature to be taken when entering college	Yes	Visitors must follow close instructions	4x1=4
<b>17. Work with other college based provision as necessary e.g. nursery SEN unit to ensure policies are aligned where they need to be</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour,	3x2=6	<ul style="list-style-type: none"> <li>• All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the college.</li> <li>• Staff, students, parents and trustees have been briefed</li> </ul>	Yes	All relevant policies amended	2x2=4

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attendance and other policies are no longer fit for purpose in the current circumstances		accordingly. <ul style="list-style-type: none"> <li>• Arrangements are in place to review the policies in line with further DfE guidance and post 16</li> <li>• Reference to Safeguarding Codecil</li> <li>• Reference to <u>an addendum for the BCC Model Safeguarding Policy</u>. A new safeguarding model needs to be adopted from September 2020; awaiting imminent approval.</li> </ul>			
Risks are not comprehensively assessed in every area of the college in light of COVID-19,	2x4=8	<ul style="list-style-type: none"> <li>• Risk assessments have been updated and undertaken before the college reopens and mitigation strategies are put in place and communicated to staff covering:               <ul style="list-style-type: none"> <li>○ Different areas of the college including the common room</li> <li>○ When students enter and leave college</li> <li>○ During movement around college</li> <li>○ During break and lunch times</li> <li>○ Delivering aspects of the curriculum</li> </ul> </li> </ul>	Yes		1x4=4
<b>18. Home to College Transport</b>					
Transport provided for the Strive students by college					
Pick up and drop off times	4x4=16	<ul style="list-style-type: none"> <li>• As per <u>Government guidance</u>:               <ul style="list-style-type: none"> <li>➢ <i>Clear guidance given to parents that if their child needs to be accompanied to the college, only one parent should attend</i></li> <li>➢ <i>Communication to 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.</i></li> </ul> </li> </ul>	Yes	To be closely monitored  Staggered start and finish times	4x2=8

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		<ul style="list-style-type: none"> <li>➤ <i>clear communication to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which will be conducted safely)</i></li> <li>➤ <i>talk to staff about the plans ( safety measures, timetable changes and staggered arrival and departure times), including training</i></li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• The arrival of students will be via a designated area for temperature checking.</li> <li>• Staggered start and finish times with Strive and Live</li> <li>• The use of simple signage to highlight 2 metre distancing: stickers</li> </ul>			
<b>Students arriving late as a result of journey to college</b>	$2 \times 3 = 6$	<ul style="list-style-type: none"> <li>• As per <a href="#">Government guidance</a>:               <ul style="list-style-type: none"> <li>➤ <b>Young people and parents are encouraged to walk or cycle where possible</b></li> <li>➤ <i>Communication given to parents and young people to ensure they are aware of recommendations on transport to and from education setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a></i></li> <li>➤ <i>ensure that transport arrangements cater for any changes to start and finish times</i></li> </ul> </li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>• Drivers should be advised to anticipate more pedestrians and cyclists than usual, restrict speeds and avoid parking on (or partially on) pavements.</li> <li>• If travelling by public transport: check website or live bus app for revised timetables before travel; try to keep 2 metres away from people not in their household while waiting in the queue; carry and use hand sanitiser; wear a face covering if they can; sit in the window seat, leaving the seats in front and behind empty. For further</li> </ul>	Yes		$2 \times 2 = 4$

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		information and guidance visit: <a href="https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us">https://nxbus.co.uk/west-midlands/news/stay-safe-when-travelling-with-us</a> <ul style="list-style-type: none"> <li>• Use social media messaging to inform the local community that parents/students may be travelling at specific times in order to avoid pavement congestion.</li> <li>• Ensure students temperature is taken upon entering college and hand gel used.</li> <li>• <b>For further information and guidance regarding any of the above points see:</b></li> <li>• <a href="http://www.birmingham.gov.uk/modeshiftstars">www.birmingham.gov.uk/modeshiftstars</a> or contact: <a href="mailto:connected@birmingham.gov.uk">connected@birmingham.gov.uk</a>. For information regarding home to college travel contact: <a href="mailto:Mark.Hudson@birmingham.gov.uk">Mark.Hudson@birmingham.gov.uk</a></li> </ul>			
<b>19. Work and volunteering placements</b>					
Live and Thrive students have the opportunity as part of their program to attend placements					
<b>Students put under risk of Covid-19 within external placement providers</b>	<b>4x3=12</b>	<ul style="list-style-type: none"> <li>• A detailed risk assessment completed for each student and placement.</li> <li>• Ensure the company is complying with industry Government guidance.</li> </ul> <b>In addition:</b> <ul style="list-style-type: none"> <li>• The arrival of students will be via a designated area for temperature checking.</li> <li>• Ensure 2 metre distancing where ever possible</li> <li>• Placements only to start when safe to do so</li> </ul>	Yes	Continually reviewed Risk assessments in place	<b>4x2=8</b>

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<b>20. Community Visits</b>					
Community visits for Strive and Thrive 2 students as part of the program they follow					
<b>Students put under risk of Covid-19 with the community visits</b>	<b>4x4=16</b>	<ul style="list-style-type: none"> <li>Detailed risk assessments for students and community visits to ensure they are complying with Government guidance.</li> <li>Ensure 2 metre distancing where possible</li> <li>Only to commence when safe to do so</li> </ul>	Yes	Risk assessment completed	<b>4x2=8</b>

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**RISK Assessment Tool**

13/07/2020

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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