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Coronavirus (COVID-19) Implementing protective measures within FCAT

COVID-19 Risk Assessment

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| Academy | Armfield Academy |
| Activity / Procedure | Full opening of schools - managing the risk and rate of transmission of coronavirus (COVID-19) and variants Inc Lockdown, Closure, KWV and staff. Restricting attendance during the national lockdown |
| Assessment date | 3 rd February 2021 |
| Review date | To be reviewed and updated frequently in light of any updates to existing government guidance or any new guidance. |

| Identified groups at risk | |
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| Employees | YES |
| Children | YES |
| Visitors | YES |
| Contractors | YES |

This risk assessment does not supersede any legal obligations relating to health and safety, employment or equalities.

This risk assessment is completed based on the guidance and information available on the 3rd February 2021 and contains further controls due to Lockdown announced on the 4th January 2021. This Risk assessment will be updated to reflect any changes in published guidance.

[Restricting attendance during the national lockdown: schools](#) (updated 2nd February 2021)

[Stay at Home - GOV.UK](#) (Updated 1st February 2021)

[Mass asymptomatic testing: schools and colleges - GOV.UK](#) (Updated 29th January 2021)

[Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#) (Updated 22nd January 2021)

[Safe working in education, childcare and children's social care](#) (14th December 2020)

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System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail within the guidance: **Actions for schools during the coronavirus outbreak**

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home and not attend school.
- 2) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Always keeping occupied spaces well ventilated.
- 8) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5, and number 7, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 8 applies in specific circumstances.

Response to any infection

- 9) Engage with the NHS Test and Trace process.
- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

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PROTECTIVE MEASURES AND CONTROLS

This outlines the key protective measures the academy will take to deliver the essential controls identified 3rd February 2021

Further controls are set out in this risk assessment.

| No. | Control | Actions |
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| 1 | Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend academy. | <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>All schools must follow this process and ensure all staff are aware of it. If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>If a child in a boarding school shows symptoms, they should initially self-isolate in their boarding house (or the accommodation they stay in while at school). Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.</p> |

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| | | <p>Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should arrange to have a test) • they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID19).</p> |
| 2 | <p>Where recommended, use of face coverings in schools</p> | <p>Under national lockdown, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staff rooms), headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering.</p> <p>Schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Further guidance on face coverings</p> <ul style="list-style-type: none"> • Safe working in education, childcare and children’s social care provides • Face coverings in education settings |
| 3 | <p>Clean hands thoroughly more often than usual.</p> | <p>Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly |

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| | | <ul style="list-style-type: none"> • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them |
| 4 | Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. | <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</p> |
| 5 | Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants. | <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms and shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it <p>PHE has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p> |
| 6 | Minimise contact between individuals and maintain social distancing wherever possible. | <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people.</p> <p>The points to consider and implement are set out in the following sections.</p> |

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a. How to group children

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used to date in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.

Each group should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or nothing' options and will still bring benefits even if implemented partially. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate 16 and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed.

b. Measures within the classroom

Maintaining a distance between people while inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

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When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller groups.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

c. Measures elsewhere

Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group.

Groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid 17 creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

d. Other considerations Some pupils with Special Educational Needs and Disabilities (SEND) (whether with education, health and care plans or on SEN support) will continue to need specific help with the changes to routines they are experiencing, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place.

Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools

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| | | <p>should have discussions with key contractors about the school's control measures and ways of working. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support contact tracing if required by NHS Test and Trace.</p> <p>Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls 18 collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationary and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-sc |
| 7 | Keep occupied spaces well ventilated | <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>Further advice on this can be found in Health and Safety Executive</p> |

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| | | <p>(HSE) guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. • rearranging furniture where possible to avoid direct drafts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces |
| 8 | <p>Where necessary, wear appropriate personal protective equipment (PPE)</p> | <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID 19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p> |
| 9 | <p>Engage with the NHS Test and Trace process.</p> | <p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a ‘polymerase chain reaction (PCR) test’). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the guidance below.</p> <p>In addition to PCR testing, the use of rapid lateral flow tests allows the identification of some individuals with coronavirus who do not have symptoms, which make up around a third of all cases. Lateral flow devices are being provided to all schools and colleges so that they can offer their workforce (who are on-site) access to two tests every week. Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged. Secondary schools participating in the rapid asymptomatic testing programme should follow the Coronavirus (COVID-19) asymptomatic testing in schools and colleges guidance for handling any positive tests as a result of that programme. Primary schools should follow the Rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools guidance.</p> <p>Schools must ensure they understand the NHS Test and Trace process.</p> <p>Schools must also ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> |

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- book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries. Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance.

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a PCR test (symptomatic testing). PCR tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, who include anyone involved in education or childcare, have priority access to PCR testing as well as regular asymptomatic LFD testing. The government will ensure that it is as easy as possible to get a PCR test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new PCR testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a PCR test.

The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.

These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers.

Schools should ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow this guidance

1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 full days from the date of that contact.

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| | | <p>2. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate at least from the day of onset of their symptoms and for the following 10 full days and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.</p> <p>3. The period of isolation starts from the day when they first became symptomatic and the following 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days.</p> <p>NHS COVID-19 app. The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p> |
| 10 | <p>Manage confirmed cases of coronavirus (COVID19) amongst the academy community.</p> | <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by 24 calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual who tested positive.</p> <p>Close contact means: • anyone who lives in the same household as someone with coronavirus (COVID19) symptoms or who has tested positive for coronavirus (COVID-19) • anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: • face-to-face contact including being coughed on or having a face-to-face conversation within one metre • been within one metre for one minute or longer without face-to-face contact • sexual contacts • been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • travelled in the same vehicle or a plane</p> |

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The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process.

Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.

Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in colleges the option of 7 days of daily contact testing (with self isolation if a subsequent test was

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positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of the new variant. They have concluded that these changes in the virus warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.

Further guidance is available on testing and tracing for coronavirus (COVID-19).

Test and Trace Support Payments

There may be individuals working in schools, such as supply staff, where when asked to self-isolate, are unable to work from home and will lose income as a result of self isolating

These individuals may be entitled to a Test and Trace Support Payment of £500, payable as a lump sum from local authorities, to ensure they are able to play their part in controlling the virus by isolating at home.

We anticipate that schools' permanent staff will either be working from home, or they will continue to be paid during periods of self-isolation following an outbreak in the school setting. Schools can help temporary staff to work from home if they choose, and in those cases will be continuing to pay them. This support is only for the temporary staff who schools decide not to engage in home working and who are not being paid during self isolation

To be eligible for a Test and Trace Support Payment, the individual must be living in England, meet the eligibility criteria and be formally advised to self-isolate by NHS Test and Trace, who will provide the individual with an NHS Test and Trace Account ID.

Where individuals have been asked to self-isolate by the school they are currently working in, the school should provide the individual's personal details to NHS Test and Trace to allow them to provide the individual with an NHS Test and Trace Account ID, which will allow them to apply for a Test and Trace Support Payment from their Local Authority. To support this, the Department for Health and Social Care has launched the Self Isolation Service Hub (020 3743 6715), a phone line open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who has been asked to self-isolate.

The process is as follows:

1. The school learns of a positive test for an individual within the school.
2. A staff member at the school should speak with the person(s) who have receive a positive test and note their NHS Test and Trace Account Number.
3. The school determines which staff should self-isolate and inform the individuals.
4. The school should collate the contact details of these individuals.
5. A staff member at the school contacts the self-isolation hub on 020

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| | | <p>3743 6715 and provide the hub with</p> <p>a. The NHS Test and Trace Account ID of the individual who has tested positive for COVID-19</p> <p>b. The contact details of the individuals who have been asked to self-isolate.</p> <p>6. NHS Test and Trace will then contact the individuals to formally advise them of their need to self-isolate and provide them with an NHS Test and Trace Account ID.</p> <p>7. Individuals who are not able to work from home and who are not being paid may claim for a self-isolation payment through their local authority.</p> |
| 11 | Contain any outbreak by following local health protection team advice. | <p>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and should call the dedicated advice service, who will escalate the issue to the PHE local health protection team where necessary and advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> |

Further Controls ref Government announcement on 4th January 2020 Lockdown

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| Issue: | Infection transmission rates are high due to the new Covid variant. Further operational controls / actions / required for key worker / vulnerable students and staff during lockdown | | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <ul style="list-style-type: none"> Follow Government guidance on further control measures (When available). Key worker and vulnerable student classes to be kept at a minimum due to higher transmission rates. Specific max numbers of KVV and staff will depend on the size and type of classrooms & workplaces. Social distancing to be maintained at 2 meters where possible. When staff or children cannot maintain distance, particularly with younger children in primary schools, the pupils will be kept in smaller, class-sized groups where possible. | | | |

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- Wearing of masks in communal areas of all indoor settings at all times (staff and students) where possible. In secondary classrooms students and staff should wear masks. The teacher during teaching and correctly socially distanced, can wear a visor or be behind a screen. This position on the wearing of masks will be under constant review both at Trust level and nationally. This issue relates specifically to the different national guidance on this for Primary and Secondary settings.
- Primaries are all now going to be consistent about wearing masks in communal areas.
- Some individuals are exempt from wearing face coverings who: cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability.
- Rooms must be well ventilated (with outside air) with extra heaters provided if necessary.
- Cleaning & hygiene protocols must be reviewed (Updated cleaning protocols from site management).
- All operational guidance and controls are contained within this RA.
- All symptoms of Control are being followed [.Guidance for full opening: schools - GOV.UK](#)

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: | | RA for Lateral Flow Device (LFD) Testing | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| Follow Government guidance on further control measures. | | | |
| This should contain your procedures and controls for testing | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: 1 | | COVID-19 spreading in the school community | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ul style="list-style-type: none"> • Schools following government recommended control measures set out in the school's protective measures risk assessment. • At Armfield Academy, mass testing of staff can be tested on any day of the week and we recommend at least two tests per week. • Staff results are recorded on government mass testing website, as per government guidance. This will support identifying staff with positive results. • Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus. They will then follow the current government guidelines. | | | |

FCAT

- Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.
- The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: 2 | Regular communication to staff |
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| Existing level of risk | | | |
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| HIGH | MEDIUM | LOW | NEGLIGIBLE |
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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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- Information given to staff including:
 - what rapid testing is, about using the how to guide and the video content available
 - the requirement for them to report their test results.
 - the process and who to contact if they have an incident while testing at home.
 - Covid Co-ordinator: Samantha Sherwood (Senior Teacher)
- Covid Registration Assistant: Samantha Sherwood

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: 3 | Tests to be stored correctly and collection managed in a safe way |
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| Existing level of risk | | | |
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| HIGH | MEDIUM | LOW | NEGLIGIBLE |
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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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- Tests to be kept securely to prevent unauthorized access
- Not be stored outside. Stored in a cool, dry place. Test kits will be stored in a temperature between 2 and 30 degrees.
- The kits should be used at room temperature (15 to 30 degrees). If the kit has been stored in a cool area less than 15 degrees, leave it at normal room temperature for 30 minutes before using.
- Enough space for social distancing will be allowed when giving out tests.
- When testing staff should wear appropriate face covering at all times, hand sanitise before collecting and signing, maintain 2m from staff at all times.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: 4 | Staff reporting results |
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| Existing level of risk | | | |
|--|---------------|---|-------------------|
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ul style="list-style-type: none"> Staff will receive an email and/or text message from the NHS service indicating their result. Void, double void and positive results are recorded as per NHS guidance. Staff with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. Staff with a negative LFD test result can continue to attend school or nursery and use protective measures. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| Issue: 5 | Low uptake on taking tests | | |
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| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ul style="list-style-type: none"> Tests are optional and are not mandatory. Staff to opt in after they have read key information and privacy notice to understand data protection for testing. Staff are able to ask key questions Staff actively encouraged to undertake testing to allow for reassurances wherever possible for staff on site. | | | |
| Remaining level of risk | | Consider the level of risk following use of the above control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| Issue that could cause harm: 6 | Swabs are taken incorrectly causing a false reading or cause contamination | | |
|--|--|---|-------------------|
| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ul style="list-style-type: none"> Schools following government control measures. | | | |

FCAT

- Covid Coordinator has undertaken relevant training and informed staff of how to access the portal/training videos/documents prior to taking part in the community testing scheme.
- Test conducted on a dry, clean, flat surface.
- Hands washed or sanitiser before taking the test.
- Online information, training and webinars available. Video available on how to take your own test.
- Regular communication with staff about the testing process.
- If the test is void, take another test. If 2 void results in a row, a PCR test should be taken.
- If a number of tests give a void result, unclear results or leaking/damaged tubes should be recorded and escalated to the DfE helpline.
- Covid Coordinator to be responsible for incident reporting on a school wide issue.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: | Mass asymptomatic testing |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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See “Armfield Risk Assessment For Testing” – available upon request from the Secondary Office.

Follow Government guidance on further control measures.

[Mass asymptomatic testing: schools and colleges - GOV.UK](#) (7th January 2021)

[Coronavirus \(COVID-19\) asymptomatic testing for staff in primary schools and nurseries](#) (18th January 2021)

The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue: | Risk of renewed local lockdown impacting on the ability to open school. |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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1. Academy SLT to agree to a contingency plan.

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2. Academy to implement a contingency plan for any partial/full closure of the school in conjunction with Executive Headteacher and the Trust, in response to the circumstances presented. This will include communication for children, staff, parents/carers and the implementation of remote learning arrangements.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

Issue: The number of staff who are available is lower than that required to teach classes in school and operate effective home learning and premises / site operation.

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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

How to manage it (control measures) List your control measures required to reduce risk – add appropriate detail about the type and location of controls

The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned centrally.

1. Full use is made of those staff who are self-isolating but who are well enough to teach lessons online.
2. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place as and where necessary.
3. Full use is made of testing to inform staff deployment.
4. A blended model of home learning and attendance at school is planned for and utilised as necessary.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

Issue that could cause harm: Lack of Social Distancing in the learning environment (classroom/ workshop/ hall/ outdoors) which could increase the risk and rate of transmission of coronavirus (COVID-19)

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| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

How to manage it (control measures) List your control measures required to reduce risk – add appropriate detail about the type and location of controls

1. Reduce the number of children in the learning environment to enable social distancing with no more than 31 children per group.
2. 1 or 2 members of staff only are recommended to be with each small group of children. For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply and these are recommended to group children.
3. Organisation of the Primary School into three separate 'Bubbles' following consultation with staff and reviewing our practice over the first half-term; Bubble 1 – Nursery and Reception Classes / Bubble 2 – 2 x Y1 Classes / Bubble 3 - 2 x Y2 Classes; all other features of the system remain intact and as before. This increases COVID security; all parents consulted as appropriate to the change; (16 November 2020)
4. Ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.
5. Due to the movement of classes rather than staff in the Year 9 Bubble; as at Monday 12th October 2020 the academy has increased the cleaning schedules within the vicinity of the Year 9 classes and classrooms to account for the additional movements of students and increased numbers; this change in operational detail has been done in consultation

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with staff and students as appropriate to the needs of the Year group and their learning needs. The same principle will apply to the remaining two bubbles within the secondary school; Year 7 bubble will adopt the aforementioned principle from Monday 12th October 2020 and finally the Year 8 bubble will adopt the same principle within the confines of their classes from Wednesday 14th October 2020.

6. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary settings there will be some subject specialist rotation of staff, only where absolutely necessary and will be kept to a minimum based upon the capacity of the academy. Changing the assignment of staff to each group of children/young people should be a last resort but may be necessary for example due to staff absence or redeployment of secondary staff to primary who then may need to return to secondary.
7. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between children and staff.
8. Access rooms directly from outside where possible to reduce mixing of groups.
9. Ensure that wherever possible children use the same classroom or area of a setting throughout the day to minimise movement around school.
10. Remove excess furniture to increase space if able to do so.
11. Desks should be spaced as far apart as possible.
12. In primary, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Children should be spaced as far apart as possible, aim for 2 metres but accept this may not always be possible.
13. In secondary schools re-arrange classrooms/workshops with sitting positions 2 metres apart.
14. Children keep to their desks when in the learning environment as appropriate in our secondary setting: within the primary phase, teaching staff will determine the optimum classroom dynamic in terms of seating, relevant to the task in hand versus the safety and wellbeing of the children and members of staff. This is necessary due to the young age level and maturity of the children within the primary phase.
15. Where possible seat children at the same desk each day if they attend on consecutive days.
16. Personal property of children should be kept to a minimum e.g. bags, coats, lunchboxes. If these are brought into school they should be stored within individual 'Bubbles' and assigned coat pegs.
17. Staff members keep a minimum 2 metre distance from each other in the learning environment where reasonably possible to do so.
18. Mark out a 2-metre area e.g. with tape for the member(s) to be able to maintain social distancing from children and other staff.
19. Display signage in the learning environment regarding social distancing to reinforce, encourage and promote this for staff and children.
20. Academy SLT to create academy social distancing procedures for staff and children specific to the academy environment; Armfield Reopening Plan drafted in consultation with Primary Colleagues.
21. For children, procedures revisited and managed in line with academy behaviour policy.
22. The use of the School Lifts should be minimised to only those colleagues and students who require access due to infirmity or health reasons: Maximum number of occupants is limited to 2 however, depending on the individual cases of child or colleague and their specific requirements (i.e. incapacitated due to being in a wheelchair or any other disability) the number of occupants will be limited to 3 in order to support them; Face Coverings have to be worn and antibacterial wipes will be located within the lift area to sanitise the access buttons.

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| Remaining level of risk | | Consider the level of risk following use of the above control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | | Lack of Social Distancing when using toilets and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19) | |
| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <p>1. Academy SLT to create social distancing procedures for staff use of staff toilets specific to the academy environment; (N/A – individual staff toilets, which are used by colleagues).</p> <p>2. Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time.</p> <p>3. Allocated toilets for different groups of children and staff to enable toilet facilities to be used by the same small groups of children; coded in line with Armfield ‘Bubbles’</p> <p>4. Staff and children asked to clean hands after using the toilet - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>5. Ensure that help is available for children who have trouble cleaning their hands independently; Ensure supervision of hand sanitizer use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly, Skin friendly cleaning wipes can be used as an alternative.</p> <p>6. Display signage in the toilets regarding hand washing to reinforce, encourage and promote this for staff and children; Children and young people should clean their hands regularly including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>7. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>8. Full stock of soap and sanitiser to be maintained in the toilets at all times.</p> <p>9. Academy SLT agrees with the Site Supervisor cleaning schedule and frequency for staff and children’s toilets in line with operational requirements (e.g. what needs to be cleaned in the toilets, how it should be cleaned and how often). This will be done on a daily basis, more regularly than normal throughout the day. Protocol from FCAT Premises to be issued to assist with this.</p> | | | |
| Remaining level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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|--|--|------------|-------------------|
| Issue that could cause harm: | Lack of social distancing and poor hygiene upon arrival and exit from school which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <p>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus.</p> <p>2. Academy SLT to create procedures for staff for entry and exit to the academy specific to the academy environment and to communicate these (e.g. what entrances/exits should be used by which staff, use of hand sanitiser as soon as possible each and every time enter/exit the building, staggered arrival times, sign in with fob instead of touching screen, maintain 2 metre distance, go straight to area of work and not to congregate with other staff etc.); Armfield Reopening Plan</p> <p>3. Installation of hand sanitiser stations at staff entrances/exits to building.</p> <p>4. Staff to sanitise hands on each and every entry and exit from the building.</p> <p>5. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> | | | |

FCAT

6. Academy SLT to create procedures for operation of the academy Main Reception specific to the academy environment and to communicate these (e.g. keep the number of people in reception to a minimum, who may enter reception and on what basis, mark out a 2 metre area for the member(s) of staff to be able to maintain social distancing from staff, parents, carers, visitors and children, advise visitors that they cannot enter the site unless they have a pre-arranged appointment, utilise glass/perspex screens at the reception desk, use of hand sanitiser for all visitors upon entry/exit etc).
7. Make clear to parents and carers that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). Communication can be done via email, phone or Class Dojo.
8. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.
9. Academy SLT to create arrival and exit procedures for parents, carers and children specific to the academy environment and to communicate these (e.g. drop off and collection times, markers outside/inside school at 2 metre intervals to encourage and maintain social distancing for children and adults when waiting outside school, children are queuing and walking in/out of school, allocated times and points of entry/exit for specific groups of children, prop open external doors to limit use of door handles, use of hand sanitiser upon each and every entry/exit etc.).
10. Implement staggered drop off and pick up times for different groups of children.
11. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.
12. Staff supervision throughout drop off/pick up to encourage and insist on social distancing as appropriate and where reasonably it is possible to do so.
13. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff, parents, carers and children.
14. Everyone should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
15. Ensure there are lidded bins for tissues and these are emptied throughout the day.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Lack of social distancing and poor hygiene during break/playtimes and lunchtimes which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
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|--------------------------------|---------------|------------|-------------------|
| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
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1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that that any corridors or circulation routes used have a limited number of children or young people using them at any time.
2. Consider using one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.
3. Access rooms directly from outside where possible to reduce mixing of groups.
4. Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.
5. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary settings there will be some subject specialist rotation of staff only where absolutely necessary, based upon the capacity of the academy. Changing the assignment of staff to each group of children should be a last resort but may be necessary for example due to staff absence or redeployment of secondary staff to primary who then may need to return to secondary.

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6. As appropriate, allocate different areas for different groups of children and staff. Ideally only one group of maximum 20 children is in the same play area at any one time.
7. Children and young people should clean their hands before and after eating and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms if appropriate; Children and young people should clean their hands regularly including when they arrive at school, when they return from breaks, when they change rooms and before and after eating
8. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.
10. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children. Use markers e.g. paint/tape outside school and inside school at 2 metre intervals to encourage and reinforce social distancing for children and adults.
11. Children and young people should clean their hands after sneezing or coughing, should be encouraged not to touch their mouth, eyes and nose, should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
12. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day.
13. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in play/break time and lunchtime areas.
14. Reduce break/playtime equipment. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.
15. Games discussed which encourage social distancing e.g. football passing and no sharing of equipment for games e.g. do not play catch, cordon off outdoor play equipment.
16. Staff supervision throughout break/play and lunchtimes to actively encourage and reinforce social distancing where reasonably possible to do so.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Lack of social distancing and poor hygiene during staff break or lunch times which could increase the risk and rate of transmission of coronavirus (COVID-19) or non-contact time. | | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <ol style="list-style-type: none"> 1. Staff room to be properly cleaned at the start and end of each day and surfaces cleaned more regularly than normal throughout the day. 2. Academy SLT to create social distancing procedures for staff use of staff rooms specific to the academy environment (e.g. how many staff, queue system etc.). 3. Use empty classrooms that are specific to year group or primary bubbles. 4. Staff to stagger break and lunch times. 5. Limitations on the number of people in staffroom at any one time; in keeping with the 'Bubble' principle; where possible staff should make use of available rooms within each 'Bubble' – this may not always be possible and the principles set out here need to be observed very carefully. | | | |

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6. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in staff rooms.
7. Staff asked to clean hands upon arrival and exit from the staff room - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
8. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
10. Ensure chairs in staff rooms use back-to-back or side-to-side (rather than face-to-face) whenever possible.
11. Use markers e.g. paint/tape in the staff room at 2 metre intervals to encourage and reinforce social distancing for staff where reasonably possible to do so.
12. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | A case of COVID-19; (pupil or school adult) is suspected at our settings. Risk of coronavirus infection spreading to children and staff at schools |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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- Call NHS 111 and parent (if child) or relative (if adult) and explain reasons for suspicions of exposure and ask for the parent to come to school. Call 999 if they are seriously ill or injured or their life is at risk.
- Child/ Adult is escorted to the main school office and will be seated in the Meeting Room/Conference Room where upon an appropriate adult will monitor them whereby every effort will be made to contact parent/guardian/appropriate adult forthwith, with a view to removing said child/adult from the premises and sent for a Covid test as soon as possible. Explain to them that they are safe and that you will close the door – make sure the blinds are up, so that they can be monitored and the window is open for ventilation.
- The Health Protection Team will also be in contact with the patient directly to advise on isolation and identifying other contacts, and will be in touch with any contacts of the patient to provide them with appropriate advice. Advice on cleaning of communal areas such as classrooms, changing rooms and toilets will be given by the Health Protection Team.
- If there is a confirmed case, a risk assessment will be undertaken by the educational establishment with advice from the local Health Protection Team. In most cases, closure of the childcare or education setting will be unnecessary but this will be a local decision based on various factors such as establishment size and pupil mixing.
- No restrictions or special control measures are required while laboratory test results for COVID-19 are awaited.
- No need to close the setting or send other learners or staff home.

- In the event of a confirmed case:**
- Contact with the local Public Health England Protection Team will be made to discuss the case, identify people who have been in contact with them and to advise on any actions or precautions that should be taken. An assessment of each childcare or education setting will be undertaken by the Health Protection Team with relevant staff. Advice on the management of pupils or students and staff will be based on this assessment.
 - The Health Protection Team will also be in contact with the patient directly to advise on isolation and identifying other contacts, and will be in touch with any contacts of the patient to provide them with appropriate advice. Advice on cleaning of communal areas such as classrooms, changing rooms and toilets will be given by the Health Protection Team.

FCAT

- If there is a confirmed case, a risk assessment will be undertaken by the educational establishment with advice from, the local Health Protection Team. In most cases, closure of the childcare or education setting will be unnecessary but this will be a local decision based on various factors such as establishment size and pupil mixing.

Advice & Guidance Published from the DFE: 28th August 2020

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

Full Document Link above – Key Principles cited below:

- The ‘tiered’ approach to control the spread of an infection will be adopted to the best our ability where appropriate.
- In the event an area within the secondary school moves to tier 2 intervention; our EYFS & primary school will continue to allow all children to attend full-time. Our mainstream secondary school, will continue to operate on a rota system. Full-time on-site provision where possible will remain available for all vulnerable children and young people, who are expected to attend full-time, and for the children of critical workers who require this.
- **In the event of an outbreak in the Primary school/EYFS occurs the aforementioned point will be reversed: the secondary school will continue, whilst the control measures take effect to control the spread of the virus in our Primary setting (possible due to educational facilities being located with different sites, separated by Arnold Avenue)**
- Should ‘tier 2’ be necessary the school will move to a rota system which incorporates, blended learning with remote learning as appropriate to the technical capabilities of Armfield Academy, within each of the Year Group(s)/Primary, Segregated Bubbles.
- Should it be necessary to move to ‘tier 3’ or ‘tier 4’ the guidance refers to contingency measures adopted during the summer term at the height of the lockdown period.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Lack of social distancing in the corridors which could increase the risk and rate of transmission of coronavirus (COVID-19) |
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| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time.
2. Consider using one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.
3. Access rooms directly from outside where possible to reduce mixing of groups.
4. Children and young people walk single file on the corridor and consider having a member of staff at the front and back of the line to supervise and actively encourage and reinforce social distancing.
5. Use markers e.g. paint/tape on corridors at 2 metre intervals to encourage and reinforce social distancing for children and adults.
6. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
7. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.
8. Display signage on corridors regarding social distancing to reinforce, encourage and promote this for children and staff.

FCAT

9. Staff supervision on corridors to actively encourage and reinforce social distancing.
10. Encourage staff communication via phone, radio or e-mail to limit unnecessary movement of staff on corridors.

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| Remaining level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
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| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
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1. Learning environments to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. Academy SLT to agree with the Site Supervisor cleaning schedule and frequency for the academy in line with operational requirements (e.g. what needs to be cleaned, how should it be cleaned and how often). This should be at the start and end of each day as well as more regularly than normal throughout the day across school. **Cleaning protocol from FCAT Premises to be issued to assist with this.**
2. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.
3. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.
4. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide hand sanitiser.
5. Children and staff to wash hands/use sanitiser frequently throughout the day - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
6. Children and young people should clean their hands on arrival at the setting, before and after eating, after sneezing or coughing, should be encouraged not to touch their mouth, eyes and nose, should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
7. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day.
8. Display signage across school regarding handwashing to reinforce, encourage and promote this for staff and children.
9. Full stock of soap and sanitiser to be maintained in school at all times.
10. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
11. Learning planned so resources are individual and not shared outside discrete Armfield 'Bubbles' – or on white board.
12. Resources on tables ready for learning and not distributed during the learning as appropriate.
13. Use plastic packets (zippy) bags used for individual resources as appropriate.
14. Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff.
15. Seek to prevent the sharing of stationery and other equipment where possible.
16. Practical lessons can go ahead if equipment can be cleaned thoroughly and properly cleaned between different groups of children.
17. Children keep to their desks when in the learning environment as appropriate.
18. Where possible seat children at the same desk each day if they attend on consecutive days.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Lack of cleaning which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
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1. Follow the [COVID-19: cleaning of non-healthcare settings guidance](#)
2. School to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. Academy SLT to agree with the Site Supervisor cleaning schedule and frequency for the academy in line with operational requirements (e.g. what needs to be cleaned, how should it be cleaned and how often). This will be done on a daily basis, more regularly than normal throughout the day. **Protocol from FCAT Premises to be issued to assist with this.**
3. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.
4. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.
5. PPE will be worn by all cleaning staff in accordance with [COVID-19: cleaning of non-healthcare settings guidance](#).
6. As far reasonably possible we will remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).
7. Deep clean of the academy before wider re-opening.
8. To ensure effective stock control and sufficient stock of cleaning materials, hygiene materials and PPE in line with cleaning schedule.
9. Ensure there are lidded bins across school for tissues and these are emptied throughout the day.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Risk of spreading virus due to close contact with parents / carers / visitors / contractors / children – 1:1 and restraint which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
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- Seek expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. leading to the implementation of individual risk assessments.
- Reduced timetable/exclusion/inclusion considered if necessary to manage the behaviour of children and young people and minimise risk to staff.
- Use of PPE where 2 metre distance cannot be maintained as appropriate.

FCAT

- Utilise glass/perspex screens at the reception desk.
- **Colleagues that are 60 years of age or over will meet with the Headteacher and a separate risk assessment will be produced with their role and responsibilities.**

In the case of Teaching Assistants working on a 1:1 basis with a vulnerable child or child with an EHCP plan, please see separate Risk Assessment produced by the SENCO; said document should be read in tandem with the Whole School Risk Assessment.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | First Aid/Accident/Administering medicines/EHP/Personal Care which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
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| Existing level of risk: | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
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1. Ensure there is a member of First Aid trained staff on site and only trained staff carry out First Aid (for primary requires Paediatric First Aid).
2. Ensure full and complete first aid stock on site at all times.
3. Ensure FCAT First Aid, Accident Administering medicines and EHP Policies are followed.
4. Staff should wear PPE if a child or young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.
5. Staff should wear PPE for children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. They should continue to receive their care in the same way.
6. Full and complete stock of PPE on site at all times.
7. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. Staff should wear PPE when supporting pupils with complex needs as outlined above.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Safeguarding checking how the academy is safeguarding children and young people during the remaining partial closure of schools and in the wider opening. | | |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> All academy safeguarding procedures and reporting mechanisms operate in full and in the usual way. Any safeguarding concerns will be reported, recorded, managed and referred as appropriate, using existing procedures as set out in the FCAT Safeguarding and Child Protection Policy. Academy SLT to ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | | Emotional distress of the children - including mental health conditions. | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> Children and young people will be in the same small groups and as far as possible with the same staff assigned to that group of children which will support consistency and stability. Reduce time in school to ensure transition is supported and successful from home to school. Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school. Academy SLT to ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | | Emotional distress of the staff – including mental health conditions. | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |

FCAT

1. Academy SLT to ensure continuous clear and effective communication with staff regarding the detail of plans for the phased wider re-opening of schools and this COVID-19 risk assessment and control measures in advance and following 1st June 2020 to aim to minimise uncertainty and anxiety.
2. At least one SLT member of staff on site every day for staff to share any questions or concerns with: a priority within the brief of SLT bubble leads to ensure safe working practices and reassuring colleagues as appropriate to the present circumstances which are unprecedented in nature.
3. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or **teamfcatswellbeing.fcats.org.uk** monitored by HR daily.
4. Ongoing signposting of staff to online/phone wellbeing support.
5. Ongoing review of COVID-19 risk assessment to ensure control measures are implemented and updated if necessary to maintain a safe working environment.
6. To promote the Team FCAT Work and Wellbeing charter.
7. Set up of trust-wide e-mail address for staff to share/report and health and safety concerns relating to COVID-19.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children staff and family members. |
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| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
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1. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, school will immediately offer them access to remote education. Schools should monitor engagement with this activity.
2. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. All other pupils must attend school
3. Shielding advice for all adults and children paused on 1 August 2020, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. If rates of the disease rise, children (or family members) may be advised to shield during the period where rates remain high and therefore they may be temporarily absent. In this event remote learning provision will be activated immediately.
4. FCAT has taken a position of the wearing of face masks in communal areas which reduces further the risk to vulnerable staff and students. **(See separate Face coverings Protocol as Appendix at the end of this Risk Assessment).**
5. Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders respectively.
6. It is anticipated that fewer young people will be advised to shield and that the majority of pupils will be able to return to school. Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment).
7. Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August 2020, we expect that most staff will attend school.
8. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders might consider what is feasible and appropriate.
9. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August 2020 as long as they maintain social distancing.
10. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.
11. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

FCAT

Staff who are clinically vulnerable or extremely clinically vulnerable

12. The measures outlined in the DfE guidance for full opening of schools (page 1 of this risk assessment) will be applied and will mitigate risks significantly for staff, including those who are extremely clinically vulnerable and clinically vulnerable. This will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.
13. Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders.
14. FCAT still wishes to support staff in continuing to work from home, if able to do so, balancing this with increasing operational requirements.
15. Staff who are extremely clinically vulnerable (those who have received a letter from Government or clinician advising them to shield) will be advised that they can return to work from 1 August 2020 as long as they maintain social distancing.
16. Staff who are clinically vulnerable should return to work where possible. Government advice is available for colleagues in these categories and those who are pregnant. Education and childcare settings should endeavour to support flexible deployment where possible.
17. The government is currently undertaking an official review of whether factors including ethnicity can affect people's vulnerability to COVID-19. The government has said this is because a disproportionately higher number of people have died from COVID-19 from black, Asian and minority ethnic (BAME) backgrounds. As such the trust will undertake individual risk assessments for any staff who are within the high risk categories and/or BAME background.
18. Staff and children living with those that are clinically vulnerable can attend school and work with children or adults adhering to this risk assessment.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | Staff health and wellbeing when working from home for which FCAT remains responsible for as the employer. | | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <ol style="list-style-type: none"> 1. Line Managers to maintain regular and reasonable contact with staff in their teams. 2. Encourage staff to undertake a workstation risk assessment and consider any equipment staff may require in order to work from home safely. 3. Encourage staff to take short and regular rest breaks when using a computer screen. 4. To encourage staff not to work excessively long hours and to take a lunch break. 5. To promote the Team FCAT Work and Wellbeing Charter. 6. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or teamfcattwellbeing.fcatt.org.uk monitored by HR daily. 7. Ongoing signposting of staff to online/phone wellbeing support. | | | |

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | | Lack of Social Distancing and poor hygiene in staff offices and meeting rooms which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
| Existing level of risk | | | | |
| HIGH | | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <ol style="list-style-type: none"> 1. Staff offices to be properly cleaned through the day and at the end of each day and surfaces (e.g. desks, door and window handles, light switches etc.) cleaned more regularly than normal throughout the day. Academy SLT to agree with the Site Supervisor cleaning schedule and frequency for the offices and meeting rooms in line with operational requirements (e.g. what needs to be cleaned, how should it be cleaned and how often). Cleaning protocol from FCAT Premises to be issued to assist with this. 2. Staff who are office based and can undertake their job role at home, should continue to work from home. 3. Limit the number of people in office at any one time. 4. Ensure a 2 metre distance between staff work spaces. Use markers e.g. paint/tape in the office at 2 metre intervals to encourage and reinforce social distancing. 5. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible. 6. Reducing the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others) inter-cross bubble meetings should be the preserve of virtual meetings, wherever possible. It is accepted that there may be the exception to the rule, given the dynamics of a fully functioning academy. SLT will be required to have access to all aspects of the school, appropriate to their overarching responsibilities to the school. Notwithstanding strict social distancing parameters and COVID secure measures need to be adopted at all times in such isolated circumstances. 7. Provide hand sanitiser in offices and meeting rooms. 8. Staff asked to clean hands upon arrival and exit from the office and regularly throughout the day - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered 9. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. 10. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 11. Display signage in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff. 12. Avoiding use of hot desks and spaces and, where not possible, for example, call centres or training facilities, cleaning and sanitising workstations between different occupants including shared equipment as appropriate. 13. Use remote working tools to avoid in-person meetings. 14. Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout. 15. Avoiding transmission during meetings, for example avoiding sharing pens and other objects. 16. Hold meetings outdoors or in well-ventilated rooms whenever possible. | | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | | |
| HIGH | | MEDIUM | LOW | NEGLIGIBLE |

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| Issue that could cause harm: | | Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19) | | |
| Existing level of risk | | | | |

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| HIGH | MEDIUM | LOW | NEGLIGIBLE |
|--|---------------|---|-------------------|
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <p>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection).</p> <p>2. If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>3. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place.</p> <p>4. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>5. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>6. PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>7. Academy SLT should ensure any confirmed cases of COVID-19 following a positive test result should be notified to Jane McCumiskey (FCAT COO) to ensure that the FCAT procedure in the event of this can be followed.</p> <p>8. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| Issue that could cause harm: | | Travel to and from work/school for staff/children which could increase the risk and rate of transmission of coronavirus (COVID-19). | |
|---|---------------|--|-------------------|
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <p>1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel</p> <p>2. Where using transport providers e.g. school buses; Academy SLT to review the transport provider's control measures for the risk of COVID-19 and to confirm if you are satisfied with these if children or your people from the academy will be using the transport. Please discuss any questions or concerns with Gary Fletcher, FCAT Health and Safety Lead. (N/A in the context of Armfield).</p> <p>3. Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.</p> <p>4. Encouraging staff to travel to work by personal vehicle, walk or cycle instead of using public transport.</p> <p>5. Advise staff not to car share where appropriate.</p> | | | |

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6. Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:
- how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
 - use of hand sanitiser upon boarding and/or disembarking
 - additional cleaning of vehicles
 - organised queuing and boarding where possible
 - distancing within vehicles wherever possible
 - the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet
7. Encourage staff to follow social distancing in the staff car park.

| | | | |
|--------------------------------|---------------|--|-------------------|
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| | |
|-------------------------------------|--|
| Issue that could cause harm: | Communication failure with staff, parents, carers, children visitors, contractors, volunteers etc. which could increase the risk and rate of transmission of coronavirus (COVID-19) |
|-------------------------------------|--|

| | | | |
|-------------------------------|---------------|------------|-------------------|
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| | |
|--|---|
| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |
|--|---|

- Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.
- Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).
- Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.
- Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#).
- Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.
- Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.
- Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.

Year 7 & Year 8 Parental consultations Monday 29th June 2020 – end of term (last three weeks)

**Protocol worked incredibly well in-situ; was very well received and fully appreciated by staff, parents and students alike; therefore, the measure will remain here in the RA, should it be necessary to implement a similar measure in the future – MKI
28/08/2020**

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- Separate Entrance & Exits; Mem hall (7s) & Sports Hall (8s)
- Clear directional markings evidenced upon arrival
- Sanitisation stations x 2 on entrance and exits; both the hall and sports hall.
- Guided by senior staff on hand to help steer traffic, which given the planning should be for any one time, minimal.
- Socially distanced stations keyed to A, R, M, F, L, D forms (double staffed to reduce numbers meetings) approximate number of meetings equals 26; divided by 2 = 13 to be completed over the course of three weeks.
- Staff provided with a separate socially isolated station within a 'bubbles'
- Screens, Cleaning Caddies, and aprons provided for staff and parents together with disposable bins/sanitisation equipment.
- Meetings should last no longer than 20 – 25 minutes and are separated by a 20 minute break
- Cleaning team on site constantly refreshing the hall and sports hall as appropriate after use.

| | | | |
|-------------------------|--------|--|------------|
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| | | | |
|-------------------------------------|--------|--|------------|
| Issue that could cause harm: | | Risk relating to 'educational visits' | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| | | <p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits'.</p> | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW (No Visits) | NEGLIGIBLE |

| | | | |
|------------------------------|--|--|--|
| Issue that could cause harm: | | Home-visits to children, parents and carers which could increase the risk and rate of transmission of coronavirus (COVID-19) e.g. delivery of food parcels to vulnerable families. | |
| Existing level of risk | | | |

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| HIGH | MEDIUM | LOW | NEGLIGIBLE |
|--|---------------|---|-------------------|
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> Home visits should be a last resort and alternative measures implemented firstly. Where a home visit is absolutely essential this must be agreed by the Headteacher and the member of staff must undertake the home visit on a volunteer basis only. No member of staff should be forced to undertake a home visit. A time for home visit should be pre-arranged between the school and the parent/carer. The member of staff should maintain a distance of 2 metres from any adult or child and must not enter the home. The member of staff should drive to the home, knock on the door, leave the food parcel and return to their vehicle, locking the doors and driving away. Lone working arrangements should be implemented between the member of staff and a member of SLT (e.g. agreed appointment time for the visit, member of staff to call SLT to confirm they have safely completed the home visit). The member of staff must have business insurance for their personal vehicle. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| Issue that could cause harm: | | Implementation of the Emergency Evacuation Procedure/ Emergency Plan which could increase the risk and rate of transmission of coronavirus (COVID-19) | |
|---|---------------|--|-------------------|
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> Existing Academy Emergency Evacuation procedure to continue to be followed, however ensuring that social distancing is adhered to as and where appropriate, to the best of the dynamics of the building when evacuating the building and when congregating at the emergency evacuation point. Existing Academy Emergency Plan to be followed in the event of loss of electrical power, loss of water supply, loss of communications, intruder etc. however ensuring that social distancing is adhered to as and where appropriate, to the best of the dynamics of the building. To review any Personal Emergency Evacuation Plans (PEEP) for staff and children to ensure that control measures are implemented to minimise the risk and rate of transmission of coronavirus (COVID-19) between an individual and the adult facilitating the emergency evacuation. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| Issue that could cause harm: | | Premises statutory servicing, testing and monitoring not being completed resulting in legislative non-compliance and risk to health and safety of all groups. | |
|-------------------------------------|---------------|--|-------------------|
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| | | | |
|--|---|------------|-------------------|
| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <p>1. All statutory servicing (weekly/monthly/6 monthly and annual testing and monitoring systems and audits) are in place and continuing in line with current trust and academy procedures.</p> <p>2. To ensure a schedule of contractors is determined (so that that they can be appropriately briefed in advance of visiting the school and on the day regarding the academy's procedures for social distancing and good hygiene) for: Gas, Electric, Water, Lifts, Alarm, Fire equipment, Pat testing, Kitchen, Emergency lighting, Doors, Plant equipment, Ventilation.</p> | | | |
| Remaining level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

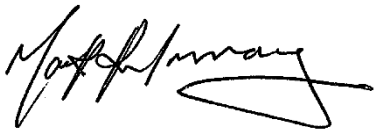
| | | | |
|--|---|------------|-------------------|
| Issue that could cause harm: | Security during the partial closure and wider reopening of schools (intruders, trespassers) | | |
| Existing level of risk | | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| How to manage it (control measures) | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| <p>1. Academy Security Procedures</p> <p>2. Academy Opening and Closing procedures</p> <p>3. Academy Out of hours procedures</p> <p>4. Academy Lockdown policy</p> <p>5. Academy Emergency Plan</p> <p>6. FCAT Abusive Parents policy</p> <p>7. CCTV</p> | | | |
| Remaining level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

Authorisation by Risk Assessor and Headteacher

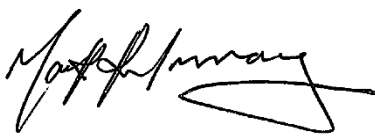
| | | | |
|------------------------------|--|------------|-------------------|
| OVERALL level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Assessor's comments | Insert comments relevant to findings as appropriate | | |
| | | | |

| | | |
|-------------------------|------------------------------|-------------|
| Name of assessor | Signature of assessor | Date |
|-------------------------|------------------------------|-------------|

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| | | |
|----------------|--|------------|
| Mark Kilmurray |  | 09/02/2021 |
|----------------|--|------------|

| | |
|------------------------------|---|
| Head teacher comments | Insert comments relevant to assessment as appropriate |
| | |

| Name of Head teacher | Signature of Head teacher | Date |
|----------------------|--|------------|
| Mark Kilmurray |  | 09/02/2021 |

| | |
|--------------------------------|--|
| Risk assessment reviews | Weekly / in line with Government updates |
|--------------------------------|--|

Appendix 1 - Face Coverings Policy

General Principles and Protocol

- This protocol is based on the updated Government guidance (published 26/8/20).
- This guidance applies to students from Y7 upwards and to all staff working in schools which educate children 12 and above.
- All face masks worn by students in school should be plain without patterns or branded logos (the exception to the rule is the face masks that Armfield Academy has purchased at great cost for all staff and students, which form part of the school uniform; we appreciate that young people from time to time do forget, and a makeshift alternative will be accepted until such time that an appropriate can be worn).
- All face masks worn by staff in school should be plain without patterns or branded logos (the exception to the rule is the face masks that Armfield Academy has purchased at great cost for all staff and students).
- This advice may change should a local lockdown be in place or should Government guidance change.
- Armfield Academy (and the wider Fylde Coast Academy Trust) will require the use of face coverings to be worn by all students in Y7 above and staff in areas **indoors** where social distancing is more difficult. These include, but are not limited to: -

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- Corridors
- In the Assembly Hall when moving to their seat and when exiting
- Staff rooms and kitchens
- Each student (and member of staff if they wish) will be provided with 3 washable fabric face coverings, the coverings should be washed regularly (this is the responsibility of the student/parent and the staff member). These will be part of the uniform and students should only wear the provided mask or a disposable mask.
- If a student or member of staff forgets a mask, they will be required to wear a disposable face mask.
- Staff should be consistent in requiring the use of face coverings and the usual behaviour policies will apply with sanctions up to and including time in isolation.
- Some staff and children will be exempt; however, parents will be required to discuss this with their child's Pastoral Manager or Progress Manager. In such a case, the SSC should be informed and an exemption pass will be issued.
- **Staff should wear face masks in the corridors and other inside communal spaces between the hours of 8am and 4pm. Outside of these hours social distancing should still apply when not wearing a mask. Staff can remove their masks when sat down in designated staff work areas.**
- As a general principle face masks should not be used in classrooms, children will remove them when they are sat at their own desk however should a child wish to wear a face mask this is appropriate and they should not be challenged.
- Staff will be required to wear face masks in communal staff areas, but will not be required to wear them in offices when working at a desk. Staff who wish to wear a visor may wear them, though they are not a substitute for a mask. When meeting with parents or visitors (including in the Reception area) if social distancing cannot be adhered to, staff should wear masks and/or visors.
- Parents or visitors will not be able to speak to members of staff unless they have pre-arranged an appointment. For such meetings, a meeting room will need to be booked by appointment. Visitors will not be allowed to enter the main school unless they are wearing a face mask.
- **To facilitate good order in busy dining halls, staff will continue to maintain social distancing where possible. This will mean that staff instructions can be given (as masks make it difficult to communicate in environments with raised noise levels). This is critical if good order and safety is to be maintained in these areas. If the member of staff needs to leave the designated area they will need to replace their face mask.**



Face Covering in Education, DfE, 25/08/20 <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

Face Coverings, when to wear one and how to make them, DfE, 21/08/20
<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

Face Coverings, Exemption cards, DfE, 21/08/20
<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own>

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Appendix 2 RISK MATRIX

| | Likelihood  | | |
|--|--|----------|--------|
| Impact  | Probable | Possible | Remote |
| Major Harm Physical Injury Illness | | | |

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| | | | |
|--|---------------|---------------|-------------|
| | HIGH | HIGH | HIGH |
| Severe Physical Injury Illness First Aid | HIGH | MEDIUM | LOW |
| Minor Physical or emotional discomfort | MEDIUM | LOW | LOW |