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Coronavirus (COVID-19) Implementing protective measures within FCAT

COVID-19 Risk Assessment

Academy	Garstang Community Academy
Activity / Procedure	Managing the risk and rate of transmission of coronavirus (COVID-19) and variants Inc Lockdown, Closure, KVV, Students, Staff, Visitors and all Stakeholders. Operational Guidance from 6th April 2021
Assessment date	12th April 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	
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 6th April 2021. This Risk assessment will be updated to reflect any changes in published guidance.

[Schools coronavirus \(COVID-19\) operational guidance](#) (Updated 6th April 2021)

[\(COVID-19\) Coronavirus restrictions: what you can and cannot do](#)

(Updated 6th April 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 1st April 2021)

[Safe working in education, childcare and children's social care](#) (1st MARCH 2021)

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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:

[Schools coronavirus \(COVID-19\) operational guidance](#)

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

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

PROTECTIVE MEASURES AND CONTROLS

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This outlines the key protective measures the academy will take to deliver the essential controls identified 6th April 2021 [Schools coronavirus \(COVID-19\) operational guidance](#) Further controls are set out in this risk assessment.

No.	Control	Actions
1	<p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</p>	<p>When an individual develops coronavirus (COVID-19) symptoms or has a positive test</p> <p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>You must follow this process and ensure everyone onsite or visiting is aware of it. Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.</p> <p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> <ul style="list-style-type: none"> • must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. If a member of the household starts to display symptoms while self isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p> <p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> • 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 pupil, with appropriate adult supervision if required • a window should be opened for fresh air ventilation if it is safe to do so

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		<ul style="list-style-type: none"> • if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • 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 • personal protective equipment (PPE) must be worn by staff caring for the pupil 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 guidance <p>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 visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.</p> <p>If a pupil in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most 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>The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children’s social care settings guidance.</p> <p>Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, 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 self-isolate immediately and arrange to have a test) • they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • they have tested positive from an LFD test as part of a community or worker programme <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 guidance on the cleaning of non-healthcare settings.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p>
2	<p>Ensure face coverings are used in recommended circumstances</p>	<p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that 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. Face coverings do not need to be worn by pupils when outdoors on the</p>

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premises.

In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.

In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.

Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).

Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Access to face coverings

Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on how to make a simple face covering.

You should have a small contingency supply available for people who:

- are struggling to access a face covering
- are unable to use their face covering as it has become damp, soiled or unsafe
- have forgotten their face covering

No pupil should be denied education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings requires the:

- cleaning of hands before and after touching – including to remove or put them on
- safe storage of them in individual, sealable plastic bags between use

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

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		<p>You must instruct pupils to:</p> <ul style="list-style-type: none"> • not touch the front of their face covering during use or when removing it • dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) • place reusable face coverings in a plastic bag they can take home with them • wash their hands again before heading to their classroom
3	<p>Ensure everyone is advised to clean their hands thoroughly and more often than usual</p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at the school • when they return from breaks • when they change rooms • before and after eating <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly. Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> • whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly • if you need to supervise hand sanitiser use given the risks around ingestion – 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 pupils and those with complex needs understand the need to follow them
4	<p>Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach</p>	<p>The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this 15 routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>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	<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants / detergents</p>	<p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks <p>PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>
6	<p>Minimise contact between individuals</p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing</p>

FCAT

<p>and maintain social distancing wherever possible.</p>	<p>while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none">• pupil's ability to distance• layout of the building• feasibility of keeping distinct groups separate while offering a broad curriculum <p>How to group children</p> <p>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. 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 to keep that number as small as possible.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none">• transmission risks• the numbers of pupils and staff who need to self-isolate <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. Using small groups can:</p> <ul style="list-style-type: none">• restrict the normal operation of education• present educational and logistical challenges <p>You will need to consider:</p> <ul style="list-style-type: none">• the cleaning and use of shared spaces, such as:<ul style="list-style-type: none">o playgroundso boarding houseso dining hallso toilets• the provision of specialist teaching and therapies <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented. You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none">• specialist teaching• wraparound care• transport• boarding pupils who may be in one group residentially and another during the school day <p>Siblings may also be in different groups.</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. 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. Try to minimise the number of interactions or changes wherever possible.</p> <p>Measures within the classroom</p> <p>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</p>
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FCAT

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 pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.

Where possible, for example with older pupils with less complex needs who can self regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.

When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.

You 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. It might also include moving unnecessary furniture out of the classroom to make more space.

Measures elsewhere

You should avoid large gatherings such as assemblies or collective worship with more than one group.

When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.

You should also plan how shared staff spaces are set up and used to help staff to distance from each other.

You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.

Measures for arriving at, and leaving the setting

Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.

Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:

- condensing or staggering free periods or break time but retaining the same amount of teaching time
- keeping the length of the day the same but starting and finishing later to avoid busy periods

You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:

- gather at the gates
- come onto the site without an appointment

Travelling to the setting

Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers.

The transport to schools and other places of education guidance requires those involved in the provision of dedicated transport to schools to identify the risks. You should adopt measures to address those risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.

People aged 11 and over must wear a face covering when travelling on public

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transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.

Other considerations

Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.

To make sure pupils with medical conditions are fully supported, work with:

- local authorities
- health professionals
- regional schools' commissioners
- other services

Use individual healthcare plans to help pupils 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. Further information is available in the guidance on supporting pupils at school with medical conditions.

Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.

You should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.

As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.

Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.

Equipment

For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.

Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.

Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:

- clean it before it is moved between bubbles
- allow them to be left unused for a period of 48 hours (72 hours for plastics)

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		<p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • lunch boxes • hats and coats • books • stationery • mobile phones <p>Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <p>Parent pick-up and drop-offs</p> <p>We know that travel to school patterns differ greatly. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</p> <p>Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour.</p> <p>Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school entrance and otherwise coming onto the site without an appointment is not allowed.</p>
7	<p>Keep occupied spaces well ventilated</p>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These 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 and that only fresh outside air is circulated. 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>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable</p>

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		<p>temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>
8	<p>Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p>	<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth. Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> • a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained • performing aerosol generating procedures (AGPs) <p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p>The guidance on safe working in education, childcare and children's social care provides more information about preventing and controlling infection. This includes:</p> <ul style="list-style-type: none"> • when and how PPE should be used • what type of PPE to use • how to source it
9	<p>Promote and engage in asymptomatic testing, where available</p>	<p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:</p> <ul style="list-style-type: none"> • Primary schools, school-based nurseries and maintained nursery schools • Secondary schools and colleges • Specialist settings
10	<p>Promote and engage with the NHS Test and Trace process</p>	<p>Staff members, parents and carers will need to:</p> <ul style="list-style-type: none"> • book a test if they or their child has symptoms - the main symptoms are: <ul style="list-style-type: none"> o a high temperature o a new continuous cough o a loss or change to your sense of smell or taste • self-isolate immediately and not come to school if: <ul style="list-style-type: none"> o they develop symptoms o they have been in close contact with someone who tests positive for coronavirus (COVID-19) o anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19) o they are required to do so having recently travelled from certain other countries o they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation • provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace <p>Polymerase Chain Reactions (PCR) tests for symptomatic testing</p>

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		<p>Booking a polymerase chain reaction (PCR) test through 119 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes 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.</p> <p>Polymerase Chain Reaction (PCR) tests contingency supply Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.</p> <p>You will need to decide how to prioritise the distribution of your test kits. These kits can be given directly to:</p> <ul style="list-style-type: none"> • staff • parents collecting a pupil who has developed symptoms at school <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</p> <p>Further information on test kits for schools and further education providers is available.</p> <p>Ask parents and staff to inform you as soon as they get their results.</p> <p>NHS COVID-19 app The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate.</p> <p>This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features.</p> <p>Staff members are also able to use the app.</p> <p>The guidance for schools and further education colleges in England provides information about how the app works and guidance for its use within schools in England.</p>
11	<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>You must take swift action when you 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 you would like support on the action you should take to respond to a positive case, you 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 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. You will be put through to a team of advisers who will inform you 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 you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Close contact means:</p>

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<ul style="list-style-type: none">• anyone who lives in the same household as someone with coronavirus (COVID-19) 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:<ul style="list-style-type: none">o face-to-face contact including being coughed on or having a face-to face conversation within 1 metreo been within 1 metre for 1 minute or longer without face-to-face contacto sexual contactso been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)o travelled in the same vehicle or a plane <p>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 you keep a record of pupils and staff in each group, and any close contact that takes places between pupils 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. You 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 you, on the advice of the health protection team, to send to parents and staff if needed. You 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 pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. 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 who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none">• if 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 school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection <p>You 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. 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 schools the option of 7 days of daily contact testing (with self isolation if a subsequent test was 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 new variants. They have concluded that these changes in virus mutations 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).</p> <p>Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form</p> <p>From 11 January, we asked you to resume completing a educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.</p>
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See guidance on how to submit the educational settings status form for more information.

Test and Trace Support Payments

Some school staff may be eligible for a one-off Test and Trace Support Payment of £500. This is payable in one lump sum from your local authority.

To be eligible for a Test and Trace Support Payment, you must:

- be on a low income
- be unable to work from home
- be at risk of losing income as a result of self-isolating
- be living in England
- meet the eligibility criteria
- have been formally advised to self-isolate by NHS Test and Trace, who will provide you with an NHS Test and Trace Account ID

The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who have been asked to self isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.

By providing these details, close contacts of positive cases identified at school will be formally advised to self-isolate by NHS Test and Trace and provided with an NHS Test and Trace Account ID. Individuals who have not been formally advised to self isolate by NHS Test and Trace will not receive an NHS Test and Trace Account ID and will not be able to claim from the Test and Trace Support Payment scheme.

In order for any of your staff who may be eligible for a payment from the Test and Trace Support Payment scheme to be able to claim, you must follow these steps:

1. Ensure that you collate a list of appropriate close contacts for the person who has tested positive within your establishment and inform these close contacts that they now need to self-isolate.
2. Call the new Service Hub on 020 3743 6715 as soon as you have the eight digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.
3. Provide the details of the person who has tested positive, along with the details of the relevant close contacts you have identified. If you do not have NHS Test and Trace Account ID for the person who has tested positive, Hub staff will assist in tracing the person in order to register their contacts on the Test and Trace system (CTAS).
4. NHS Test and Trace will then contact individuals to formally advise them of their need to self-isolate and provide them with an NHS Test and Trace Account ID.
5. Following this, individuals who are employed or self-employed, on a low income, unable to work from home and losing income as a result may qualify for the Test and Trace Support Payment scheme through their local authority.

Applications from parents and guardians who need to take time off work to care for a child who is self-isolating

Eligible parents or guardians of children who have been advised to self-isolate by their education setting (even where they have not been told to self-isolate by NHS Test and Trace) can also apply for the Test and Trace Support Payment scheme if they are on a low income, unable to work from home and need to take time off work to care for a child who is self-isolating. Parents and carers do not require an NHS Test and Trace Account ID number in order to claim and schools are not required to register all children asked to self-isolate with NHS Test and Trace in the same way as staff.

The scheme is open to eligible parents and carers of children aged 15 and under, and parents of young people aged 16 to 25 with an education health and care plan. Further information on how parents and guardians can claim financial support under the Test and Trace Support Payment scheme is available.

Schools should provide parents and carers of children advised to self-isolate with the

FCAT

		<p>template letter, detailing the child's name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment scheme. Parents whose children are told to self-isolate by their school will not be able to apply for financial support without a letter.</p> <p>When a parent or guardian applies to the Test and Trace Support Payment scheme because they need to care for a child who is self-isolating, their local authority will be required to contact their child's school via phone or email to verify information about the child. This includes the child's name, age and dates of self-isolation. This is a standard check against fraudulent claims, and may take place before or after a payment is made.</p> <p>You will only be asked to share information on children whose parents have made an application to their local authority for the Test and Trace Support Payment scheme. You may wish to update your data privacy notice to reflect this</p>
12	<p>Contain any outbreak by following PHE local health protection team advice</p>	<p>If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by 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. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p> <p>Admitting children and staff back to the school</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice. You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation. In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>

FCAT

Further Controls ref Government announcement on 4th January 2020 Lockdown

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. Wearing of masks. Please see FCAT Mask Policy. This position on the wearing of masks will be under constant review both at Trust level and nationally. 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 				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH		MEDIUM	LOW	NEGLIGIBLE

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		
<p>Follow Government guidance on further control measures.</p> <p>This should contain your procedures and controls for testing</p> <p>RA for LFD see below</p>				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH		MEDIUM	LOW	NEGLIGIBLE

FCAT

RA for LFD testing at Garstang Community Academy

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 Garstang Community Academy, mass testing of staff will take place twice a week at school. These tests are to be taken 3-4 days apart. From 8th March this will be undertaken at home. Staff results to be recorded on a staff register. This will support identifying staff with positive results for contact tracing and managing stock and distribution. Those with symptoms are also expected to not come to site and 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. 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 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue: 2		Regular communication to staff	
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"> - Regular emails to staff showing testing is taking place and when to arrive • Covid Co-ordinator: Leoni Smith 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue: 3		Tests to be stored correctly and collection managed in a safe way	
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

- Tests to be used onsite kept in main hall. Tests to be used at home to be kept in the staffroom.
- 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 testing.
- When testing staff should
 - wear appropriate face covering at all times
 - hand sanitise before collecting and signing
 - maintain 2m from staff coming to undertake their test

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

Issue: 4	Staff reporting results		
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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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- Void, double void and positive results are communicated to the school once the test is completed.
- A negative test is assumed 30 minutes after completing test on test days if no result is given
- Staff will be informed of their result online with 24 hours of their test.

Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures.

Remaining level of risk		Consider level of risk following use of control measures	
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HIGH	MEDIUM	LOW	NEGLIGIBLE
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Issue: 5	Low uptake on taking tests		
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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		
<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 about the testing by emailing line managers, Leoni Smith or Steven Baker. • 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. • Individuals at home to follow government guidance on how to perform tests • Test conducted on a dry, clean, flat surface. • Hands washed or sanitiser before taking the 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: 			
Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

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)		
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. Year group bubbles to be utilised which will use the same rooms throughout the day with their own toilet(s) and own identified open air space. 2. Staff to maintain 2 metre social distancing between adults and between children wherever possible and to ensure the time spent near pupils is minimised if this is not possible or has a specific RA if 1:1 support is required. 3. Any rooms that are shared (e.g. Dining rooms) to be cleaned between bubble changes. 4. Any specialist rooms used by a bubble would be used for a week before being changed to a different bubble and cleaned in-between. 5. Maximise the usage of the same staff within the same bubble to reduce cross contamination between bubbles as far as possible, recognising for secondary settings there will be some subject specialist rotation of staff. GCA are aiming for a majority of staff to only be in a maximum of 2 bubbles and for no staff to be in more than 3 bubbles. 6. 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. 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. GCA intending to use six rooms in each bubble, with specific allocated toilets, outdoor spaces and access, as well as the bookable specialist facilities. 8. GCA has identified specific access routes for the start of the day, and throughout the day. 9. Ensure that wherever possible children use the same classroom or area of a setting throughout the day to minimise movement around school. 10. When movement around school is required, this should in all cases, other than emergencies, be during lesson time so that corridors and outside spaces are clear. 11. Remove excess furniture to increase space if able to do so. 12. Personal property of children should be kept to a minimum e.g. bags, coats, lunchboxes. If these are brought into school, they should be kept with children and stored under the students' allocated desk when in classrooms. 13. Lockers are not to be used as the locations of the lockers are diverse and requirements reduced. 14. Children should arrive in PE kit when undertaking PE that day to not require the use of shared bubble use of changing rooms 15. Staff members to keep a minimum 2 metre distance from each other and children in the learning environment. Teacher only zones will be clearly marked on the floor. 16. Mark out a 2 metre area e.g. with tape/paint for the member(s) of staff to be able to maintain social distancing from children and other staff in classrooms and outside duties in bubbles. 17. Display signage in the learning environment regarding social distancing, hand washing/sanitising and being symptom free to reinforce, encourage and promote this for staff and children. 18. If students need to wait outside classrooms, they must queue against a wall and leave a 2m passage for adults. In most cases, students will enter classroom immediately and go straight to desk/work 			

FCAT

area. Students and staff must remain at 2m social distancing at all times if possible. Students must wait for permission to move from their allocated area when exiting the classroom. Student's may only use the toilet that is allocated to their bubble. Students will only use the toilets at break time and lunch unless a medical note is provided. For children, procedures revisited and managed in line with academy behaviour policy.

19. Any technical support staff required to enter a learning environment due to urgent operational requirements (e.g. IT Technician) will maintain a minimum 2 metre social distance, may wear PPE and the Class Teacher will ensure that children follow social distancing to enable the technical staff to work at a social distance.

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:	Lack of Social Distancing when using toilets 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

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. Specific toilets will be allocated to staff. Only one member of staff to enter toilets at once. Staff to queue outside at 2m interval if necessary.
2. Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time. Outside doors to be removed, and regular monitoring and communication of expectations.
3. Specific toilets to be used by students from a specific bubble.
4. Staff and children asked to clean hands before and 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.
5. Ensure that help is available for children who have trouble cleaning their hands independently.
6. Display signage in the toilets regarding handwashing to reinforce, encourage and promote this for staff and children.
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.
8. Full stock of soap and sanitiser to be maintained in the toilets at all times.
9. All toilet will be cleaned at the end of the day and checked by cleaning staff every morning. Toilets will be cleaned by cleaning staff after break and lunch times.

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

FCAT

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		
<ol style="list-style-type: none"> 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 signs or symptoms of coronavirus. 2. Staff will go straight to reception through the main entrance and sign in with fob instead of touching screen. Two-meter intervals will be marked clearly on the floor to ensure social distancing in the event of staff needing to queue to sign in. Hand sanitiser is available at reception for staff to use. Staff proceed to allocated work area or outdoor duty position and not to congregate with other staff. 3. Installation of hand sanitiser stations at staff entrances/exits to building. 4. Staff to sanitise hands on each and every entry and exit from the buildings and classrooms. 5. Pupils to enter site and head straight to their outdoor area. Use of dining area before school to be limited and socially distanced for all. 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. Staff occupying Main Reception is kept to a maximum number of three people. Work areas within reception are clearly marked out and allocated to staff. Markings/signage and an acrylic screen at the reception desk to ensure reception staff are able to maintain social distancing from staff, parents, carers, visitors and children. Use of hand sanitiser for all visitors upon entry/exit. Visitors cannot enter the site unless they have a pre-arranged appointment. 8. 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 or phone. 9. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely. 10. School start times temporarily altered – no children on site before 8.15 as there will be no supervision before this, and school starts at 8.50 to allow a steady arrival with reduced bulges. 11. Clear signage to encourage parents/carers not to congregate outside the school. 12. No parents allowed on site without a prearranged appointment. 13. All external doors used by students are propped open to limit use of door handles. 14. Use of hand sanitiser upon entering and exiting classrooms. Each classroom in use will have sanitiser near door for use. 15. Implement staggered pick up times for different groups of children. As far as possible within the restrictions of bus transport. Year group bubbles will be released over a 15 minute period to allow a steady departure/bus embarkation. 16. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. 17. Staff supervision throughout drop off/pick up to encourage and insist on social distancing. 18. 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. 19. Everyone should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). 20. Face masks (not scarves, buffs, bandanas etc) must be worn by all pupils and staff in indoor areas where social distancing is more difficult. These include but are not limited to: - 			

FCAT

- o Corridors before lessons, at lesson change over and when inside at break/lunchtime.
- o Canteens (when students/staff are not eating) – including queuing, and if remaining inside after eating.
- o Classrooms
- o Staff rooms and kitchens – where social distancing is difficult to achieve.

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 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

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 and lunch times, 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. Each bubble to have their own designated outside space and dining area.
3. Dining areas to be cleaned between each bubble use.
4. Having distinct bubble spaces around the school site reduces the requirement for one way systems.
5. Access rooms directly from outside where possible to reduce mixing of groups.
6. Ensure that children and young people are in the same groups at all times each day, and different bubbles are not mixed during the day, or on subsequent days.
7. Ensure that the same staff are assigned to each bubble of children and, as far as possible, these stay the same during the day and on subsequent days (see above)
8. Children and young people should clean their hands before and after eating and enter in the bubbles they are already in. If such measures are not possible, children should be brought their lunch in their classrooms
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 outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children.
12. Use markers e.g. paint/tape outside school and inside school at 2 metre intervals to encourage and maintain social distancing for children and adults.
13. 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').
14. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in play/break time and lunchtime areas
15. Staff supervision throughout break/play and lunchtimes to actively encourage and insist on social distancing.
16. Face masks (not scarves, buffs, bandanas etc) must be worn by all pupils and staff in indoor areas where social distancing is more difficult. These include but are not limited to: -
 - o Corridors before lessons, at lesson change over and when inside at break/lunchtime.
 - o Canteens (when students/staff are not eating) – including queuing, and if remaining inside after eating.

FCAT

<ul style="list-style-type: none"> o Classrooms <ul style="list-style-type: none"> o Staff rooms and kitchens – where social distancing is difficult to achieve. 			
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 and poor hygiene during staff break or lunch times 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	

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. Staff to stagger break and lunch times.
3. Limit the number of people in staffroom at any one time. Staff should maintain social distancing.
4. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in staff rooms.
5. 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
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. Ensure chairs in staffrooms use back-to-back or side-to-side (rather than face-to-face) whenever possible.
9. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.
10. Staff work spaces are available in specific locations –stringent social distancing and sanitising are required in these spaces.
11. Staff are welcome to eat their food in classrooms within one of their bubbles (usually the room taught in immediately prior to lunchtime) – no more than three staff should have lunch in the same room at the same time, and all occupied surfaces should be wiped down on arrival and departure using the sanitiser and tissues available in the room.
12. Face masks (not scarves, buffs, bandanas etc) must be worn by all pupils and staff in indoor areas where social distancing is more difficult. These include but are not limited to: -
 - o Corridors before lessons, at lesson change over and when inside at break/lunchtime.
 - o Canteens (when students/staff are not eating) – including queuing, and if remaining inside after eating.
 - o Staff rooms and kitchens – where social distancing is difficult to achieve.

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

FCAT

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)	
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. Stagger break and lunch times, 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. Keep year bubbles geographically and/or temporally separate. 3. Access rooms directly from outside where possible to reduce mixing of groups. 4. Children and young people to be actively encouraged to maintain 2m social distancing from staff. 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. 6. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. 7. Display signage on corridors regarding social distancing to reinforce, encourage and promote this for children and staff. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

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)		
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. Learning environments to be properly cleaned before the start of each day and properly cleaned between uses by different year bubbles of children. 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 issued to assist with this. At GCA cleaners will thoroughly clean classrooms at the end of the day. Classrooms will then be locked until the morning. Classrooms will be checked, and re-cleaned if necessary, each morning by the site team and cleaning staff. All doors will be propped open by site staff. When two members of staff are alternating between the same work area during different times of the day, staff will use disinfectant spray to clean the area on arrival and before they leave. As well as rigorously sanitising on entry to and exit from the room. Spray sanitiser to be provided in each classroom. 2. Clean surfaces that children and young people are touching, such as text 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. Display signage across school regarding handwashing to reinforce, encourage and promote this for staff and children. 8. Full stock of soap and sanitiser to be maintained in school at all times. 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. Learning planned so resources are individual and not shared – or on white board. 11. Where sharing of resources is required, where possible year bubble equipment packs will be created. Where not possible, rigorous and regular cleaning/sanitising will be undertaken. 12. Where appropriate, resources on tables ready for learning and not distributed during the learning. 13. Use plastic packets (zippy) bags used for individual class/bubble resources. 14. Where assessment work is undertaken, this should be done on paper, collected by a student and placed in a plastic wallet by the teacher and dated – the work should not be removed to be marked for at least 48 hours, and should not be returned for a further 48 hours. 15. Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. 16. Seek to prevent the sharing of stationery and other equipment where possible. 17. Practical lessons can go ahead if equipment can be cleaned thoroughly and properly cleaned between different groups of children. 18. Children keep to their desks when in the learning environment. 19. Where possible seat children at the same desk each day. 			

FCAT

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

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

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 before the start of each day and properly cleaned between uses by different groups of children. 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. At GCA cleaners will thoroughly clean classrooms at the end of the day. Classrooms will then be locked until the morning. Classrooms will be checked, and re-cleaned if necessary, each morning by the site team and cleaning staff. All doors will be propped open by site staff. When two members of staff are alternating between the same work area during different times of the day, staff will use disinfectant spray to clean the area on arrival and before they leave.
3. Clean surfaces that children and young people are touching, such as, 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. External cleaning company will follow the cleaning protocol issued, and our advice is that PPE will be worn by all cleaning staff in accordance with [COVID-19: cleaning of non-healthcare settings guidance](#).
6. 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 bins across school for tissues and these are emptied throughout the day.

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

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

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.

FCAT

- 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.
- Utilise acrylic screens at the reception desk.

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

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

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. Emergency PPE equipment to be available in each bubble area and centrally.
5. 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.
6. 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.
7. Full and complete stock of PPE on site at all times.
8. Staff and pupils awaiting collection should go to the sports hall changing rooms whilst waiting to be collected.
9. LCC Schools & Education Settings Strategic Outbreak Control Plan Flow Chart to be followed.

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

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

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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FCAT

1. 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.
2. List of vulnerable students under constant review. Protocol for monitoring vulnerable student's wellbeing in place. Staff on site to ensure pastoral care is in place to support individual and collective needs.

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

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"> 1. Children and young people will be in the same bubbles and as far as possible with the same staff assigned to that bubble of children which will support consistency and stability. 2. Phased return to school over the first week to ensure transition is supported and successful. 3. Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school. 4. Academy SLT to ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs. List of vulnerable students under constant review. Protocol for monitoring vulnerable student's wellbeing in place. Staff on site to ensure pastoral care is in place to support individual and collective needs. 5. If a member of staff wishes to wear items of PPE out of their own personal preference e.g. a face covering to come into work – we will be supportive of their decision. If a member of staff wishes to wear an item of PPE out of personal choice – the member of staff should provide their own PPE and this should not be provided by school/taken from school supplies 			

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

FCAT

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	
<ol style="list-style-type: none"> 1. Academy SLT to ensure continuous clear and effective communication with staff regarding the detail of plans for the September re-opening of school and this COVID-19 risk assessment and control measures in advance and following 1st September 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 3. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or teamfcatwellbeing@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. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:		Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children staff and family members.	
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>School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that until 1 April, those staff not attending school who are still able to work should do so from home where possible.</p> <p>Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</p>			

FCAT

All staff must follow the [system of controls](#) to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.

You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.

Staff who are clinically extremely vulnerable

Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.

CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.

Staff who are clinically vulnerable (CV)

CV staff can continue to attend school. While in school they must follow the [system of controls](#) to minimise the risks of transmission.

Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.

Pregnancy

You will need to follow the specific [guidance for pregnant employees](#) because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.

[COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding](#) contains vaccination advice.

Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant,

FCAT

breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.

Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.

As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.

You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).

We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.

Read more [guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#)

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

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
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 teamfcatawellbeing@fcata.org.uk monitored by HR daily. 7. Ongoing signposting of staff to online/phone wellbeing support. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

FCAT

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 at the start and 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). 2. Staff who are office based and can undertake their job role at home, should discuss the appropriateness of continuing to work from home with their line manager/Headteacher. 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 maintain social distancing. 5. Use of screens in spaces where appropriate to do so. 6. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible. 7. 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). 8. Provide hand sanitiser in offices and meeting rooms. 9. 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 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. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 12. Display signage in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff. 13. 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. 14. Use remote working tools to avoid in-person meetings. 15. Only where absolutely necessary participants should attend meetings and should maintain 2m separation throughout. 16. Avoiding transmission during meetings, for example avoiding sharing pens and other objects. 17. 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

FCAT

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			
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. 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). 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. 3. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place. 4. If a child is awaiting collection, they should be moved, if possible, to the sports hall changing room where they can be isolated, 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. 5. If they need to go to the bathroom while waiting to be collected, they should use the accessible toilet within the changing room area if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. 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. 7. Staff and parents/carers should be advised about testing for COVID-19 for keyworkers and children in school. 8. 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. 9. LCC Schools & Education Settings Strategic Outbreak Control Plan Flow Chart to be followed. 10. 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. 11. 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 their 10-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: 12. if 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 the coronavirus (COVID-19) within the remaining days. 13. if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms. Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' 			

FCAT

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

Issue:		Risk of renewed local lockdown impacting on the ability to open school.	
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"> Academy SLT to agree contingency plan. Academy to implement 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. 			
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.	
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"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is planned for and utilised as necessary. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

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			
<ol style="list-style-type: none"> 1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel 2. LCC Bus Transport operators are being instructed to tape off the seats on their services to allow social distance spacing between bus users. Users must get on and off one at a time under the supervision of the driver and follow all school rules regarding staying in that spaced seat at all times during the journey. (Double decker buses will have a maximum of 15 seats available and single just 10. Smaller coaches will be spaced accordingly and numbers reduced to fit spacing needs.) Jacqueline Day at LCC has verified that these are the instructions which operators must adhere to under LCC control. GCA will work with stagecoach for the 46X private hire to implement the same controls on that service. GCA will alert parents to these measures via PMX to ask students to be aware and follow these rules, which GCA staff will also reinforce at the Academy. We have audited the student numbers for each service and LCC will allocate suitable size vehicles to meet the distancing requirements. These measures, followed correctly, will ensure social distancing can be observed in transporting children to and from the site. 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. 4. Encouraging staff to travel to work by personal vehicle, walk or cycle instead of using public transport. 5. Advise staff not to car share. 6. 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	

FCAT

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		
<ol style="list-style-type: none"> 1. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. 2. 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) 3. 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). 4. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely. 5. 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. 6. 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. 7. 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. 8. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. 9. 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. Share academy risk assessment. 10. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Share academy risk assessment. (Cleaning RA. All cleaning operatives will have completed a training session) 11. A tight window of arrival and departure will be maintained. 12. Communications on social distancing arrangements take place regularly to reinforce key messages 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

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 parcel to vulnerable family.	
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"> 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 drive 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 a 2 metre social distance is possible at all times when evacuating the building and when congregating at the emergency evacuation point. In addition, staff are to close doors as they leave the building on the route they take. 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 a 2 metre social distance is possible at all times. 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

FCAT

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
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. 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. 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. 			
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 re-opening 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	
<ol style="list-style-type: none"> 1. Academy Security Procedures 2. Academy Opening and Closing procedures 3. Academy Out of hours' procedures 4. Academy Lockdown plan 5. Academy Emergency Plan 6. FCAT Abusive Parents policy 7. CCTV 8. Increased COVID 19 signage including not to enter with any symptoms 			
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 and poor hygiene in Extracurricular activities including Before/After School Club	
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FCAT

				provision 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 Educational visits</p> <p>DfE recognises the significant benefits of educational visits for children’s educational development as well as their mental health and wellbeing and is taking steps to allow children to enjoy visits in line with the government’s roadmap. The roadmap is driven by data, not dates. The government will only move from one step to the next when it is safe to do so and based on 4 tests.</p> <p>For that reason, all dates are indicative and subject to change. This advice has now been updated to reflect the Prime Minister’s announcement regarding step 2. Advice will continue to be updated in line with the roadmap.</p> <p>Educational day visits</p> <p>In line with the roadmap, schools can resume educational day visits from 12 April.</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p> <p>3 Wraparound provision and extra-curricular activity</p> <p>You should be working to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and as part of pupil’s wider education and training. We will amend the Health Protection</p>				

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(Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.

You should advise parents that where they are accessing this provision for their children, they must only be using this, where one of the following applies:

where the provision is taking place outdoors - all children may access outdoor provision regardless of circumstances

their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme

the provision is being offered as part of the school's educational activities (including catch-up provision)

the provision is for a vulnerable child or young person

the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution

the use of the provision is reasonably necessary to support them to:

work

seek work

undertake education or training

attend a medical appointment

address a medical need

attend a support group

In line with the government roadmap, from 12 April all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which they may attend.

You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in the same school day bubble or school together, or in consistent groups.

FCAT

If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member.

Activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.

The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.

Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:

advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.

encourage them to check providers have put in place their own protective measures

send them the link to the guidance for parents and carers

If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:

considered the relevant government guidance for their sector

put in place protective measures

4 PHYSICAL ACTIVITY

You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your [system of controls](#).

Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.

For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during

FCAT

exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government such as sports on the list available at grassroots sports [guidance for safe provision including team sport, contact combat sport and organised sport events](#).

From 29 March, outdoor competition between different schools can take place.

From 12 April, indoor competition between different schools can take place.

Refer to:

- guidance on [grassroot sports for public and sport providers](#), [safe provision](#) and [facilities](#), and guidance from [Sport England](#)
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance](#) documents
- [using changing rooms safely](#)

You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.

Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.

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
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FCAT

HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor's comments		Insert comments relevant to findings as appropriate	

Name of assessor	Signature of assessor	Date
S Baker	S Baker	12/04/2021

Head teacher comments	Insert comments relevant to assessment as appropriate

Name of Head teacher	Signature of Head teacher	Date
A Ashcroft	AMAshcroft	12/04/2021

Risk assessment reviews	Set future review dates & sign/comment upon completion
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