FCAT

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, Roadmap of Reopening, KWV, Students, Staff, Visitors and all Stakeholders. Operational Guidance from 10th May 2021
Assessment date	17th May 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 10th May 2021. This Risk assessment will be updated to reflect any changes in published guidance.

Schools coronavirus (COVID-19) operational guidance (Updated 10th May 2021)
(COVID-19) Coronavirus restrictions: what you can and cannot do
(Updated 10th May 2021)
Face coverings in education guidance (Updated 10th May 2021)
Protective measures for out-of-school settings during the COVID 19 pandemic
(Updated 10th May 2021)
SEND and specialist settings - additional operational guidance (Updated 10th May 2021)
Actions for early years and childcare providers (Updated 10th May 2021)
Guidance for parents on out-of-school settings during COVID-19 (Updated 10th May 2021)
Performing arts - Working safely during coronavirus (COVID-19) - Guidance
(Updated 10th May 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 30th April 2021)
Safe working in education, childcare and children's social care (1st March 2021)

FCAT

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

FCAT

This outlines the key protective measures the academy will take to deliver the essential controls identified 11th May 2021 [Schools coronavirus (COVID-19) operational guidance](#)

Further controls are set out in this risk assessment.

No.	Control	Actions
1	**Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school**	When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into the school if: • 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 They must immediately cease to attend and not attend for at least 10 days from the day after: • 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) 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. 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: • 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) 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. 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. 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. If a pupil is awaiting collection: • they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required

		• a window should be opened for fresh air ventilation if it is safe to do so • 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 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. 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. 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. 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). Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community. When an individual has had close contact with someone with coronavirus (COVID-19) symptoms 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: • 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 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. 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.
2	**Ensure face coverings are used in**	Based on the current state of the pandemic and the positive progress being made, it is no longer necessary to recommend the additional precautionary face covering

FCAT

	recommended circumstances	measures put in place from the 8 March.
		From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.
		In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).
		Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.
		The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.
		Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.
		The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education settings or requirements in public places.
		Where our guidance recommends face coverings, 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. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.
		The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this must be considered alongside the comfort and breathability of a face covering which contains plastic which may mean that the face covering is less breathable than layers of cloth.
		More broadly, schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully. The following is a nonexhaustive list which provides examples of possible adjustments where face coverings are recommended:
		the provision and effective use of assistive listening devices, such as radio aids
		an increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions
		allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations
		additional communication support, including remote speech-to-text reporters or sign language interpreters
		Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.
		Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles 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:

Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering.

This includes (but is not limited to):

people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability

where putting on, wearing or removing a face covering will cause people severe distress people speaking to or providing assistance to someone who relies on lip reading,

clear sound or facial expressions to communicate

to avoid harm or injury, or the risk of harm or injury, to the wearer or others – including if it would negatively impact on people's ability to exercise or participate in a strenuous activity

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 use of face coverings in wider society, staff and pupils are already likely to have access to face coverings.

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

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, for example when pupils arrive at school wearing them. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for those who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings necessitates:

cleaning hands before and after touching face coverings, – including to remove or put them on safely storing face coverings in individual, sealable plastic bags between use

not touching the front of face coverings during use or when removing them

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

their face covering becomes damp during the day.

If pupils arrive at school wearing a face covering you must instruct pupils to:

not touch the front of their face covering 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

FCAT

3	**Ensure everyone is advised to clean their hands thoroughly and more often than usual**	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: when they arrive at the school when they return from breaks when they change rooms before and after eating Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. 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. 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: 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	**Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach**	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. 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.
5	**Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents**	In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include: • 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 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.
6	**Consider how to minimise contact across the site and maintain social distancing wherever possible**	Minimising contacts and mixing between people reduces transmission of 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 while delivering a broad and balanced curriculum. 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:

pupil's ability to distance

layout of the building

feasibility of keeping distinct groups separate while offering a broad curriculum

How to group pupils

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.

When using larger groups, the other measures from the system of controls become even

more important to minimise:

transmission risks

the numbers of pupils and staff who need to self-isolate

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:

restrict the normal operation of education present educational and logistical challenges

You will need to consider:

the cleaning and use of shared spaces, such as:

playgrounds

boarding houses

dining halls

toilets

the provision of specialist teaching and therapies

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.

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.

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:

specialist teaching

wraparound care

transport

boarding pupils who may be in one group residentially and another during the school day

Siblings may also be in different groups.

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.

Measures within the classroom

Maintaining a distance between people while inside and reducing the amount of time they

are in face-to-face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2-metre distance from each other and from children. We know that this is not always possible, particularly when working with 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 selfregulate 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 it. 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 the mixing of groups should be minimised where possible and practical.

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

In accordance with advice from PHE, they must also wear a face covering when

FCAT

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 routine

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) 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: restricted to one user left unused for a period of 48 hours (72 hours for plastics) between use by different individuals 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. **Pupils should limit the amount of equipment they bring into school each day, including** **essentials such as:** **lunch boxes** **hats and coats** **books** **stationery** **mobile phones** **Bags are allowed.** 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. **Parent pick-up and drop-offs** 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. 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. 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.
7	**Keep occupied spaces well ventilated**	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. These can be achieved by a variety of measures including: • 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)
The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.
To balance the need for increased ventilation while maintaining a comfortable temperature, consider:
• 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
Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

8	**Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary**	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. Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: • 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) 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. The guidance on safe working in education, childcare and children's social care provides more information about preventing and controlling infection. This includes: • when and how PPE should be used • what type of PPE to use • how to source it
9	**Promote and engage in asymptomatic testing, where available**	Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings: • Primary schools, school-based nurseries and maintained nursery schools • Secondary schools and colleges • Specialist settings
10	**Promote and engage with the NHS Test and Trace process**	Staff members, parents and carers will need to: • book a test if they or their child has symptoms - the main symptoms are: 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: 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

FCAT

		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
		Polymerase Chain Reactions (PCR) tests for symptomatic testing
		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.
		Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
		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.
		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.
		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.
		You will need to decide how to prioritise the distribution of your test kits.
		These kits can be given directly to:
		• staff
		• parents collecting a pupil who has developed symptoms at school
		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).
		Further information on test kits for schools and further education providers is available.
		Ask parents and staff to inform you as soon as they get their results.
		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.
		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.
		Staff members are also able to use the app.
		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.
11	**Manage confirmed cases of coronavirus (COVID-19) amongst the school community**	Swift action must be taken when someone tests positive for COVID-19. If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts.
		Schools may receive support on this through the dedicated advice service introduced by PHE, which can be reached through the DfE helpline on 0800 046 8687, or their PHE local health protection team if escalated. Based on their advice, people who have been in close contact with the person who has tested positive must be sent home and advised to self-isolate immediately and for at least the next 10 full days counting from the day after contact with the individual who tested positive. It is a legal

FCAT

requirement
for an individual to self-isolate if they have been told to do so by NHS Test and Trace.
A risk assessment may be undertaken to determine this, but a close contact can be
anyone who:
lives in the same household as someone with COVID-19 symptoms or who has
tested positive for COVID-19
has had any of the following types of contact with someone who has tested
positive for COVID-19 with either a PCR test or LFD test (if a
confirmatory PCR test is negative, provided it was taken within two days of the
positive LFD, it overrides the lateral flow test and close contacts can stop selfisolating):
• face-to-face contact including being coughed on or having a face-to-face
conversation within 1 metre
• been within 1 metre for 1 minute or longer without face-to-face contact
• been within 2 metres of someone for more than 15 minutes (either as a
one-off contact or added up together over 1 day)
• travelled in the same vehicle or a plane
Whilst awaiting the confirmatory PCR result, pupils, students and staff and close
contacts
should continue to self-isolate.
If someone who uses transport tests positive, the assessment is likely to take account
of
factors such as:
vehicle size
degree of face-to-face contact
length of time in close proximity
whether a Perspex screen is in place
The advice service (or PHE local health protection team if escalated) will provide
advice
on who must be sent home and asked to self-isolate. 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 has been provided for you to send to parents of children asked to
selfisolate. This can also be used for staff if needed. It is important that this letter is
shared promptly with all parents of children that have been asked to self-isolate as this
letter
allows parents who are on a low income and unable to work from home to apply to
their
local authority for financial support under the Test and Trace Support Payment
scheme.
They will not be able to make an application without providing this letter as supporting
evidence. You must not share the names or details of people with 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. This is 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; this is a legal
obligation. 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:

FCAT

if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period - this is because they could still develop COVID-19 within the remaining days

if the test result is positive, they should inform their school immediately, and must 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 COVID-19 infection

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.

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

Reporting actual or suspected cases of COVID-19 through the education setting status form

From 11 January, we asked you to resume completing the educational setting status form. From 8 March, the form was amended to reflect wider opening. The data you supply helps the government monitor the impact of COVID-19 on schools.

See guidance on how to submit the educational settings status form for more information.

Test and Trace Support Payments

Some school staff, parents and carers 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

Staff identified as close contacts of a positive case will require an NHS Test and Trace Account ID number (CTAS number) to be able to claim a Test and Trace Support Payment or discretionary payment. Parents and carers of self-isolating children should be

provided with a letter to support their application for payment, but will not require an NHS

Test and Trace Account ID number (CTAS number).

The Department of Health and Social Care (DHSC) 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 any staff who have been asked to self-isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.

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.

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.

Call the service hub on 020 3743 6715 as soon as you have the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.

Provide the details of the person who has tested positive, along with the details of the relevant staff members you have identified as close contacts. 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).

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. 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

FCAT

		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 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. 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. 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.
12	**Contain any outbreak by following PHE local health protection team advice**	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. 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. **Admitting children and staff back to the school** 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

FCAT

		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.

Further Controls ref Government announcement on 4th January 2020 Lockdown

FCAT

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

- 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 KWV 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

Follow Government guidance on further control measures.

This should contain your procedures and controls for testing

RA for LFD see below

Remaining level of risk	Consider level of risk following use of control measures

HIGH	**MEDIUM**	LOW	NEGLIGIBLE

RA for LFD testing at Garstang Community Academy

FCAT

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

- Schools following government recommended control measures set out in the school's protective measures risk assessment.
- At Garstang Community Academy, mass testing of staff and students will take place twice a week at home preferably on a Wednesday and Sunday evening.
- Supply staff and anyone else wishing to be tested will be tested upon arrival if not already tested at home to ensure protection to all onsite.
- 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

-   - 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

- Tests to be used onsite kept in main hall. Tests to be used at home to be kept in the staffroom.

FCAT

- 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**		
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		

- 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 with a positive LFD test result will need to get a PCR test and self-isolate in line with the stay-at-home guidance. Staff with a negative LFD test result can continue to attend school and use protective measures.**

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

Issue: 5	Low uptake on taking tests		
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		

- 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

● 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

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 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.

FCAT

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)**

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. 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

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)**

FCAT

Existing level of risk:			
HIGH	**<mark>MEDIUM</mark>**	**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. 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. From May 17th face masks (not scarves, buffs, bandanas etc) are optional to wear within classrooms by staff and pupils during lessons. Face masks must be worn by all pupils and staff in indoor areas where social distancing is more difficult until May half term holiday at which point it will be reviewed. These include but are not limited to: -
    o   Corridors before lessons, at lesson change over and when inside at break/lunchtime.

FCAT

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

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)**

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. 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. From May 17th face masks (not scarves, buffs, bandanas etc) are optional to wear within classrooms by staff and pupils during lessons. 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

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. From May 17th face masks (not scarves, buffs, bandanas etc) are optional to wear within classrooms by staff and pupils during lessons. 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	<mark>**MEDIUM**</mark>	**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. 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. 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	<mark>**MEDIUM**</mark>	**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

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)**		
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. 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)**		
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		

- 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)**

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. 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.**

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

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

FCAT

1. 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		

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		

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@fcat.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		

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, school will immediately offer them access to remote education. Schools should monitor engagement with this activity.

From Thursday 1st April, clinically extremely vulnerable (CEV) people are no longer advised to shield. CEV people must continue to follow the national restrictions that are in place for everyone.

From Thursday 1 April, all CEV children should attend early years provision, school, college, wraparound childcare and out-of-school settings, unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend.

CEV students who are enrolled in practical, or practice-based (including creative arts) courses should return to in-person teaching.

FCAT

CEV staff are advised to continue to work from home where possible, but if they cannot work from home, they should now attend their workplace.

Where parents, carers, staff, or students are anxious about attendance, you should speak to them about their concerns and discuss the protective measures that have been put in place to reduce the risk and any additional measures that could be put in place.

FCAT still wishes to support staff in continuing to work from home, if able to do so, balancing this with increasing operational requirements.

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		

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 **teamfcatwellbeing@fcat.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

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

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

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		

1.   Academy SLT to agree contingency plan.
2.   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		

1. The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.
2. Full use is made of those staff who are self-isolating but who are well enough to teach lessons online.
3. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.
4. Full use is made of testing to inform staff deployment.
5. 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		

1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel
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		

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

1. Home visits should be a last resort and alternative measures implemented firstly.
2. 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.
3. A time for home visit should be pre-arranged between the school and the parent/carer.
4. The member of staff should maintain a distance of 2 metres from any adult or child and must not enter the home.
5. 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.
6. 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).
7. 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

1. 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.
2. 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.
3. 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		
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		
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**

FCAT

Issue that could cause harm:	Lack of Social Distancing and poor hygiene in Extracurricular activities including Before/After School Club 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		

1. Keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.
   1. Ensure regular cleaning of environment and equipment in line with COVID Cleaning Schedule.
   2. Follow the control measures as outlined under section titled "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)" and section titled "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)" and section titled Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)			

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

Authorisation by Risk Assessor and Headteacher

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

Name of assessor	Signature of assessor	Date
S Baker	*S Baker*	17/05/2021

Head teacher comments	Insert comments relevant to assessment as appropriate

Name of Head teacher	Signature of Head teacher	Date
A Ashcroft	*AMCAshcroft*	17/05/2021

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

FCAT