

# FCAT

## Coronavirus (COVID-19) Implementing protective measures within FCAT

### COVID-19 Risk Assessment

<b>Academy</b>	Gateway Academy
<b>Activity / Procedure</b>	Full opening of schools - managing the risk and rate of transmission of coronavirus (COVID-19) and variants Inc Lockdown, Closure, KVV and staff.
<b>Assessment date</b>	13th January 2021 Version 4
<b>Review date</b>	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 13th January 2021 and contains further controls due to Lockdown announced on the 4th January 2021. This Risk assessment will be updated to reflect any changes in published guidance.***

[Guidance for full opening: schools - GOV.UK](#) (Updated 7th January 2021)

[Restricting attendance during the national lockdown: schools](#)

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

(Updated 7th January 2021)

[Tier 4: Stay at Home - GOV.UK](#) (Updated 6th January 2021)

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

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

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## System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail within the guidance: [Guidance for full opening: schools - GOV.UK](#)

### Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

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

Number 7 applies in specific circumstances.

### Response to any infection

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

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

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## PROTECTIVE MEASURES AND CONTROLS

This outlines the key protective measures the academy will take to deliver the essential controls identified 30th December 2020

Further controls are set out in this risk assessment.

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

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		<p>symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> </ul> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID19). 2. Where recommended, use of face coverings in schools Under national lockdown, in settings where pupils in year 7 and above are educat</p>
2	<p><b>Where recommended, use of face coverings in schools</b></p>	<p>Under national lockdown, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>Schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> <li>• cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>• speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.</p> <p>No one should be excluded from education on the grounds that they are not wearing a face covering. Schools should have a process for managing face coverings in school.</p> <p>This process should be communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a waste bin liner(not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again.</p>

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<p><b>3</b></p>	<p><b>Clean hands thoroughly more often than usual.</b></p>	<ul style="list-style-type: none"> <li>• All students and staff will sanitise hands on entering and leaving the academy and before and after each lesson. Sanitiser dispensers will be located at the entrance of the academy and in each classroom.</li> <li>• Build routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them</li> <li>• All students and staff will be reminded to wash hands before and after visiting the toilet, coughing/sneezing and having a meal.</li> <li>• All students will receive regular reminders on effective hand washing routines.</li> <li>• The Estates Team will schedule checks during each day on stocks of hand sanitiser, soap and paper towels to check there is adequate supply. (Cleaning schedules and rotas).</li> <li>•</li> </ul> <p>Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. This can be done with soap and running water or hand sanitiser.</p> <p>Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them</li> </ul>
<p><b>4</b></p>	<p><b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b></p>	<ul style="list-style-type: none"> <li>• The academy will deploy posters that remind pupils and staff about the importance of catching a cough or sneeze in tissue, disposing of the tissue and washing hands and by washbasins/toilets and at entry/exit points.</li> <li>• All classrooms, social spaces and corridors will have adequate bins.</li> <li>• There will be an enhanced schedule for bins to be emptied and disinfected.</li> </ul>
<p><b>5</b></p>	<p><b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants / detergents</b></p>	<ul style="list-style-type: none"> <li>• All classrooms will be provided with disinfectant wipes for teachers and staff to use on the keyboard, screen and mouse before and after each lesson.</li> <li>• Such wipes will also be provided to each specialist room for use by students to wipe down their chair, workspace and specialist equipment (in addition to the disinfection carried out by cleaners).</li> <li>• All specialist rooms will be disinfected by cleaners between lessons (where students from a different bubble are using the room).</li> <li>• All cleaners will be trained and regularly reminded of the protocols for disinfecting surfaces.</li> <li>• There will be an enhanced cleaning schedule throughout the day.</li> <li>• (Cleaning Schedules , Rotas and Cleaning Risk Assessment).</li> </ul>
<p><b>6</b></p>	<p><b>Minimise contact between individuals and maintain social distancing wherever possible.</b></p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining the distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where</p>

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possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people.

The points to consider and implement are set out in the following sections.

## a. How to group children

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

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

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

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

## b. Measures within the classroom

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

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

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

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groups.

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

#### c. Measures elsewhere

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

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

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

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

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

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

Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support contact tracing if required by NHS Test and Trace.

Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls 18 collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

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		<p>Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-sc">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-sc</a></li> </ul>
7	<p><b>Where necessary, wear appropriate personal protective equipment (PPE)</b></p>	<ul style="list-style-type: none"> <li>• The academy will maintain stocks of PPE and deploy them around the academy.</li> </ul> <p><a href="#">Safe working in education, childcare and children’s social care</a></p>
8	<p><b>Keeping occupied spaces well ventilated</b></p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>• 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</li> <li>• 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) Further advice on this can be found in Health and Safety Executive (HSE) guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>• opening high level windows in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing.</li> <li>• rearranging furniture where possible to avoid direct drafts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>



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<p>9</p>	<p><b>Engage with the NHS Test and Trace process</b></p>	<p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction (PCR) test'). If a pupil who has attended school, or a staff member, receives a positive PCR test having developed symptoms, schools should follow the guidance below.</p> <p>Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme.</p> <p>Schools must ensure they understand the NHS Test and Trace process. Schools must also ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <p>book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</p> <ul style="list-style-type: none"><li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li><li>• self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries. Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme. Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate.</li></ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a PCR test. PCR tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to PCR testing. The government will ensure that it is as easy as possible to get a PCR test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new PCR testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a PCR test.</p> <p>The PCR test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that 21 symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19).</p> <p>Schools should ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow this guidance.</p> <p>NHS COVID-19 app The app is available to anyone aged 16 or over to download if</p>
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		<p>they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p> <p>Rapid testing in schools and colleges Secondary schools participating in the rapid asymptomatic testing programme should follow the</p> <p><a href="#">Mass asymptomatic testing: schools and colleges - GOV.UK</a></p>
10	<p><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance to ensure contacts of the positive case are tested.</p> <p>Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below.</p> <p>If schools would like support on the action they should take to respond to a positive case, they can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by 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.</p> <p>Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive.</p> <p>Close contact means:</p> <p>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that</p>

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		<p>takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome</p> <p>Where individuals who 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.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> </ul> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19). This process will look different for secondary schools once they have commenced lateral flow testing of close contacts of confirmed cases. The advice will be update shortly to reflect this</p>
11	<p><b>Contain any outbreak by following local health protection team advice</b></p>	<p>Secondary schools participating in the rapid asymptomatic testing programme should refer to the guidance for asymptomatic testing in schools and colleges to ensure contacts of the positive case are tested. Primary schools and any secondary schools not participating in the rapid asymptomatic testing programme must follow the advice below.</p> <p>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection</p>

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	<p>teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p> <p>If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>
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## Further Controls ref Government announcement on 4th January 2020 Lockdown

<b>Issue:</b>	<b>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</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> <li>Follow Government guidance on further control measures.(When available).</li> <li>Key worker and vulnerable student classes to be kept at a minimum due to higher transmission rates. Specific max numbers of KVV and staff will depend on the size and type of classrooms &amp; workplaces.</li> <li>Social distancing to be maintained at 2 meters where possible.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Rooms must be well ventilated (with outside air) with extra heaters provided if necessary.</li> <li>Cleaning &amp; hygiene protocols must be reviewed.(Updated cleaning protocols from site management).</li> <li>All operational guidance and controls are contained within this RA.</li> <li>All symptoms of Control are being followed.<a href="#">Guidance for full opening: schools - GOV.UK</a></li> </ul>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue:</b>	<b>Mass asymptomatic testing</b>
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Existing level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		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. <a href="#">Mass asymptomatic testing: schools and colleges - GOV.UK</a>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue: 1</b>		<b>Risk of renewed local lockdown impacting on the ability to open school.</b>	
Existing level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Academy SLT to agree to a contingency plan.</li> <li>Academy to implement a contingency plan for any partial/full closure of the school in conjunction with Executive Headteacher and the Trust, in response to the circumstances presented. This will include communication for children, staff, parents/carers and the implementation of remote learning arrangements.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue: 2</b>		<b>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.</b>	
Existing level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</p> <ol style="list-style-type: none"> <li>1. Full use is made of those staff who are self-isolating but who are well enough to teach lessons online.</li> <li>2. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>3. Full use is made of testing to inform staff deployment.</li> <li>4. A blended model of home learning and attendance at school is planned for and utilised as necessary.</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 3</b>	<b>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)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. A one way system requiring social distancing queuing is in place to beyond the perimeter of the school gates and on the playground. Adults are asked to keep moving on the playground and collect and drop off children swiftly.</li> <li>2. Defined members of staff only are recommended to be with each small group of children. For pre-school children in early years settings, the staff to child ratios within <u>Early Years Foundation Stage (EYFS)</u> continue to apply and these are recommended to group children.</li> <li>3. Ensure that children are in the same year group bubbles at all times each day, and different groups are not mixed during the day, or on subsequent days.</li> <li>4. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days. Changing the assignment of staff to each group of children/young people should be a last resort but may be necessary for example due to staff absence or redeployment of secondary staff to primary who then may need to return to secondary.</li> <li>5. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between children and staff.</li> </ol>			

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6. Access rooms directly from outside where possible to reduce mixing of groups. All classrooms used for EY, Year 1 and 2 pupils can be directly accessed from outside.
7. Ensure that wherever possible children use the same classroom or area of a setting throughout the day to minimise movement around school.
8. Remove excess furniture to increase space if able to do so. All excess furniture has been removed and stored in one location. Children have a personal box and shared items are minimised wherever possible.
9. Desks should be spaced as far apart as possible.
10. In primary, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Children should be spaced as far apart as possible, aim for 2 metres but accept this may not always be possible.
11. Where possible ideally 2m distancing should be adhered to however 1 meter is acceptable for staff
12. Children keep to their desks when in the learning environment.
13. Where possible seat children at the same desk each day if they attend on consecutive days.
14. Personal property of children should be kept to a minimum e.g. bags, coats, disposable lunch boxes. Children will be advised not to bring unnecessary items. Items that are brought into school should be stored in the lidded plastic box that will be stored under their personal desk space where the children are working.
15. Staff members keep a minimum 2 metre distance from each other in the learning environment. Inductions are in operation for all staff prior to reopening including revised policies and procedures.
16. Identify the 2 metre area e.g. with tape for the member(s) to of staff to be able to maintain social distancing from children and other staff.
17. Where possible practical PE lessons will take place outside.
18. Display signage in the learning environment regarding social distancing to reinforce, encourage and promote this with all staff and children.
19. Blackpool Gateway Academy SLT to create academy social distancing procedures for staff and children specific to the academy environment (including instructions how to enter and exit the learning environment, use of toilet, moving around the classroom, how to maintain social distancing whilst teaching etc.)
20. Children's toilets will be used by children during the day – these will be cleaned throughout the day on a rota whilst children are not in the classroom (see cleaning timetable).
21. Children will not be able to move around the classroom and will remain at their own desk. The teacher will observe a two metre distance when supporting children where possible. With younger children where this is more difficult, a more structured curriculum will be in place which allows for children to remain separated for longer periods of time. Staff will be urged to maintain social distancing where possible but will not work beyond the group of children they are allocated to.
22. For children, procedures have been revisited and managed in line with Academy Behaviour Policy.
23. There will be clear messaging to pupils on the importance and reasons for social distancing will be reinforced throughout the school day by staff and through posters, electronic boards and floor markings. For young children this will be through age-appropriate methods such as stories and games.
24. Assemblies and the coming together of other large groups, both staff and students will be suspended.
25. Off-site visits are not planned as yet however the latest guideline will be implemented as appropriate.
26. Academy behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.
27. Senior leaders will monitor areas where there are breaches of social distancing measures and arrangements are reviewed.
28. Staff will be assigned to no more than two group 'bubbles'
29. There will be clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this will be through age-appropriate methods such as stories and games. .
30. Off site visits will resume with additional protective measures under FCAT policy guidance, with full and thorough additional risk assessments for every visit.
31. Academy behaviour policy has been revised and a specific COVID appendix added to include compliance with social distancing and this has been communicated to staff, pupils and parents.
32. Intensive monitoring of the compliance with safety arrangements will avoid the need for quality assurance walk through classroom visits at this time.
33. Any technical support staff required to enter a learning environment due to urgent operational requirements (e.g. IT Technician) will maintain a minimum 1 metre plus distance (ideally 2m) 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.
34. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between staff and children

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<b>Remaining level of risk</b>		Consider the level of risk following use of the above control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 4</b>		<b>Lack of Social Distancing when using toilets and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Blackpool Gateway academy SLT to create social distancing procedures for all staff for all aspects of safe distancing. Children's toilets will be cleaned throughout the day (see cleaning timetable). Cubicles will be assigned to each bubble.</li> <li>2. Staff will ensure that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time. Staff and children will be asked to clean hands after using the toilet - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</li> <li>2. Ensure that help is available for children who have trouble cleaning their hands independently. Ensure supervision of hand sanitizer use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly, Skin friendly cleaning wipes can be used as an alternative.</li> <li>3. Display signage in the toilets regarding hand washing to reinforce, encourage and promote this for staff and children.</li> </ol>			



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4. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
5. Full stock of soap and sanitiser to be maintained in the toilets at all times with a clear list in each bubble of what each product is and used for. A replacement system will allow for replenishing low levels of each item on a daily basis if necessary.
6. Toilets will be cleaned according to the cleaning risk assessment and schedule as a minimum throughout the day. If any toilet needs cleaning urgently, staff should contact the cleaning team via main school reception or radios. **Protocol from FCAT Premises to be issued to assist with this.**
7. Parents will not be allowed on site to use toilets.
8. All hand dryers have been isolated and lidded bins and paper towels are in place.
9. Should a wet or inclement weather day be identified then the hall shall be used for activities for children to access to allow for cleaning of Bubble toilets.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 5</b>	<b>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)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>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. This will be communicated via text/email/Expressions/website and signage on the front doors.</li> <li>2. The use of Non-Contact Infrared Thermometer with LCD Display will be available..</li> <li>3. Blackpool Gateway Academy SLT to create procedures for staff for entry and exit to the academy specific to the academy environment and to communicate these (Clear entrances/exits will be used by which staff, use of hand sanitiser as soon as possible each and every time enter/exit the building, staggered arrival times, sign in with fob instead of touching screen, maintain 2 metre distance, go straight to area of work and not to congregate with other staff etc.) Staff should not make stops to collect drinks etc. on arrival and should where possible bring their own cutlery and utensils for personal use during the day.</li> <li>4. All adults, parents and children will be expected to maintain social distancing at all times upon arrival – floor markings will indicate the distance required to be maintained. As far as possible, each bubble will use separate entrances in order to reduce the build-up of parents and children.</li> <li>5. Children will be required to line up on the floor markings (spaced two metres apart) and parents will collect children by passing the line in KS2 or waiting on the same yellow markers for KS1 children and children will be dismissed to them in turn one at a time. Other children will be marshalled to the playground where they will</li> </ol>			

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- position themselves on one of the markings (spaced one metre ideally two metre apart) at staggered times, to then be sent to a parent as they pass through the playground
6. Installation of hand sanitiser stations at staff entrances/exits to building.
  7. Staff to sanitise hands on each and every entry and exit from the building.
  8. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
  9. Marshalls will be at walk in bus 'stations', playground entry and exit areas reminding and controlling the flow of students/parents within 2 metre distancing.
  10. Blackpool Gateway Academy SLT to create procedures for operations of the Main Reception specific to the academy environment and to communicate these (e.g. keep the number of people in reception to a minimum, who may enter reception and on what basis, mark out a 1 metre (ideally 2 metre ) area for the member(s) to of staff to be able to maintain social distancing from staff, parents, carers, visitors and children, advise visitors that they cannot enter the site unless they have a pre-arranged appointment, utilise glass/perspex screens at the reception desk, use of hand sanitiser for all visitors upon entry/exit etc).
  11. Wherever possible the roof windows and general windows will be opened to allow for adequate flow of air through school each day.
  12. 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.
  13. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.
  14. Visitors to school should be kept to an absolute minimum. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.
  15. If it is agreed that a visitor does need to enter the school, they should give their details to the Receptionist – name, company, car registration, arrival time and who they are visiting, these details should be recorded on a daily sheet attached to a clipboard by the employee on Reception, which can then be taken outside in the event of a fire alarm. Neither visitors nor staff should use the touch screen or sign in themselves using a pen to avoid sharing equipment.
  16. Visitors must be accompanied at all times for safeguarding reasons but also to ensure they do not access areas of the school that are not being used or may not be on the cleaning schedule.
  17. The visitors should be given a disposable visitor badge (either a stick on label or a label in a plastic wallet that can be binned after use). The Receptionist will enter the time of leaving on the sheet and the badge should be placed in a lidded bin by the visitor.
  18. Blackpool Gateway Academy SLT to create arrival and exit procedures for parents, carers and children specific to the academy environment and to communicate these (e.g. drop off and collection times, markers outside/inside school at 2 metre intervals to encourage and maintain social distancing for children and adults when waiting outside school, children are queuing and walking in/out of school, allocated times and points of entry/exit for specific groups of children, prop open external doors to limit use of door handles, use of hand sanitiser upon each and every entry/exit etc.).
  19. Implemented staggered drop off and pick up times for different groups of children.
  20. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.
  21. Staff supervision throughout drop off/pick up to encourage and insist on social distancing.
  22. 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.
  23. Everyone should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
  24. Ensure there are lidded bins for tissues and these are emptied throughout the day.
  25. Ensure supervision of hand sanitizer use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly, Skin friendly cleaning wipes can be used as an alternative.

<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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<b>Issue that could cause harm: 6</b>	<b>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)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time. Should a wet or inclement weather day be identified then the hall shall be used for activities for children to access to allow for cleaning of Bubble toilets.</li> <li>2. Lunch time will be extended and hot meals will be provided where possible and rotated through the year groups if not possible every day.</li> <li>3. Consider using one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> <li>4. Access rooms directly from outside where possible to reduce mixing of groups.</li> <li>5. Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.</li> <li>6. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days. Changing the assignment of staff to each group of children should be a last resort but may be necessary for example due to staff absence or redeployment of secondary staff to primary who then may need to return to secondary.</li> </ol>			

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7. Allocate different areas for different groups of children and staff.
8. Children and young people should clean their hands and wash regularly including when they arrive at school, when they return from breaks, when they change rooms and before and after eating and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch to 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 1 metre ideally 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'). This will be enforced and reminded by staff.
14. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day.
15. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in play/break time and lunchtime areas.
16. Reduce break/playtime equipment. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.
17. Games discussed which encourage social distancing e.g. football passing and no sharing of equipment for games e.g. do not play catch, cordon off outdoor play equipment.
18. Each Bubble will have its own unique bag of resources for use on the playground and responsibility will be with staff to clean before and after each use.
19. The playground zones will be used and bubbles will maintain this system for lunch and break times.
20. Staff supervision throughout break/play and lunchtimes to actively encourage and insist on social distancing.
21. Commence with lunch in classrooms delivered initially as cold lunch to avoid congestion in hall and phase in an alternative plan based on numbers attending
22. Ensure there is enough time built into the daily timetable to wash hands at regular intervals throughout the day and additional handwashing facilities installed, if required.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 7</b>	<b>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)</b>
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<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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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. Blackpool Gateway Academy SLT to create social distancing procedures for staff use of staff rooms specific to the academy environment (e.g. how many staff, queue system etc.).
3. Staff to stagger break and lunch times.
4. Limit the number of people in the staffroom at any one time. Signage will be displayed.

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5. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in staff rooms.
6. 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
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. Where possible, all spaces should be well ventilated using natural ventilation (opening windows and roof windows ) or ventilation units
9. Ensure chairs in staff rooms use back-to-back or side-to-side (rather than face-to-face) whenever possible. Seating in the classroom will be organised as such that they are 1 metre, ideally 2 metres apart and remaining furniture will be removed. Staff will not be able to congregate in the staff room in large numbers and it will be closed other than for access to hot water for drinks. A queueing system will be in place to manage this. Staff will be advised not to enter the room if it is already occupied to capacity.
10. Use markers in the staff room at 1 metre ideally 2 metres metre intervals to encourage and maintain social distancing for staff.
11. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 8</b>		<b>Lack of social distancing in the corridors which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Ground floor classrooms can access outdoors from the west side so it is unlikely these children will need to travel in the corridor.</li> <li>2. Staggered break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time.</li> <li>3. The one -way circulation will be maintained within school by all staff and children.</li> <li>4. Access rooms directly from outside where possible to reduce mixing of groups.</li> <li>5. Children and young people should walk single file on the corridor and consider having a member of staff at the front and back of the line to supervise and actively encourage and insist on social distancing.</li> <li>6. Use markers e.g. paint/tape on corridors at 1 metre ideally two metres metre intervals to encourage and maintain social distancing for children and adults.</li> <li>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.</li> <li>8. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>9. Display signage on corridors regarding social distancing to reinforce, encourage and promote this for children and staff.</li> </ol>			

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10. Staff supervision on corridors to actively encourage and insist on social distancing.
11. Encourage staff communication via the google message doc , phone if necessary but not to disturb lessons , professionally through radios or e-mail to limit unnecessary movement of staff on corridors.
12. Circulation plans have been reviewed.
13. Circulation routes will be clearly marked with appropriate signage.
14. Any pinch-points/bottle necks are managed accordingly.
15. Pupils will remain in classrooms with exceptions of break/lunch times and toilet breaks.
16. Pupils will be briefed regularly regarding observing social distancing guidance whilst circulating.
17. The lift will only be used unless absolutely necessary and will be wiped down before and after use.
18. Where it is safe to do so, additional staff will be in place to supervise movement on corridors.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 9</b>		<b>Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Learning environments to be properly cleaned at the start or end of each day and properly cleaned between uses by different groups of children. Blackpool Gateway Academy SLT to agree with the Site Supervisor cleaning schedule and frequency for the academy in line with operational requirements (e.g. what needs to be cleaned, how it should be cleaned and how often(door handles, toilets, canteen tables and bannisters). This should be at the start and end of each day as well as more regularly than normal throughout the day across school. <b>Cleaning protocol from FCAT Premises to be issued to assist with this.</b></li> <li>2. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> <li>3. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.</li> <li>4. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide hand sanitiser.</li> <li>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.</li> <li>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').</li> </ol>			

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7. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day. Lidded bins throughout the Academy.
8. Display signage across school regarding hand washing to reinforce, encourage and promote this for staff and children.
9. Full stock of soap and sanitiser to be maintained in school at all times.
10. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).
11. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
12. Learning planned so resources are individual and not shared – or on white board.
13. Resources on tables ready for learning and not distributed during the learning.
14. Use plastic packets (zippy) bags used for individual resources.
15. Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. Children cannot bring any resources from home and no resources taken home from school, apart from a reading book to reduce the risk of cross contamination.
16. Seek to prevent the sharing of stationery and other equipment where possible unless cleaned in between.
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 if they attend on consecutive days.
20. Equipment can be shared within bubbles but must be thoroughly cleaned (or left for 72 hours) if it is to be used in another bubble.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 10</b>		<b>Lack of cleaning which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>2. School to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. Blackpool Gateway Academy SLT to agree with the Site Supervisor cleaning schedule and frequency for the academy in line with operational requirements (e.g. what needs to be cleaned, how should it be cleaned and how often). This should be at the start and end of each day as well as more regularly than normal throughout the day across school. <b>Cleaning protocol from FCAT Premises to be issued to assist with this.</b></li> <li>3. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> <li>4. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.</li> <li>5. PPE will be worn by all cleaning staff in accordance with <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>6. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Cleaning schedule / Cleaning RA</li> <li>7. Deep clean of the academy before wider re-opening.</li> <li>8. To ensure effective stock control and sufficient stock of cleaning materials, hygiene materials and PPE in line with cleaning schedule.</li> <li>9. Ensure there are lidded bins across school for tissues and these are emptied throughout the day.</li> </ol>			

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10. All items listed above are within the Cleaning RA.			
11. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 11</b>	<b>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)</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Reduced timetable/exclusion/inclusion considered if necessary to manage the behaviour of children and young people and minimise risk to staff.</li> <li>3. Use of PPE where 1 metre ideally 2M metre distance cannot be maintained. Limit the time to a maximum of 15 minutes in a less than one metre distance if this has been absolutely necessary.</li> <li>4. Disinfectant trigger spray and PPE in each learning/office environment (gloves, masks, aprons for use if required).</li> <li>5. Utilise glass/perspex screens at the reception desk.</li> <li>6. Essential contractors, including those who deliver food, to be informed on how they may access the premises and what precautions are expected of them while they are on site.</li> <li>7. Regular reminders issued to staff regarding protocols and in turn to children.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



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Issue that could cause harm: 12	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:			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>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).</li> <li>2. Ensure full and complete first aid stock on site at all times.</li> <li>3. Ensure FCAT First Aid, Accident Administering medicines and EHP Policies are followed.</li> <li>4. Staff should wear PPE if a child or young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 1 metres ideally (2metres) 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.</li> <li>5. Staff should wear PPE for children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. They should continue to receive their care in the same way.</li> <li>6. Full and complete stock of PPE on site at all times</li> <li>7. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. Staff should wear PPE when supporting pupils with complex needs as outlined above.</li> </ol>			
Remaining level of risk	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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<b>Issue that could cause harm: 13</b>		Safeguarding checking how the academy is safeguarding children and young people during the remaining partial closure of schools and in the wider opening.	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Blackpool Academy SLT to ensure that targeted and effective pastoral care is in place to support children, designed to meet individual and collective needs.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 14</b>		Emotional distress of the children - including mental health conditions.	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children and young people will be in the same small groups and as far as possible with the same staff assigned to that group of children which will support consistency and stability.</li> <li>2. Reduce time in school to ensure transition is supported and successful from home to school.</li> <li>3. Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school.</li> <li>4. Blackpool Gateway Academy SLT to ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs.</li> <li>5. Daily information sessions and PSHE lessons will be provided to keep children updated regarding COVID-19 and to reduce anxiety and through increased PSHE lessons.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 15</b>		Emotional distress of the staff – including mental health conditions.	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Blackpool Gateway Academy SLT to ensure continuous clear and effective communication with staff regarding the detail of plans for the phased wider re-opening of schools and this COVID-19 risk assessment and control measures in advance of Autumn 2020 opening to aim to minimise uncertainty and anxiety.</li> <li>2. At least one SLT member of staff on site every day for staff to share any questions or concerns with</li> <li>3. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or <b>teamfcatalwellbeing.fcatal.org.uk</b> monitored by HR daily.</li> <li>4. Ongoing signposting of staff to online/phone wellbeing support.</li> <li>5. Ongoing review of COVID-19 risk assessment to ensure control measures are implemented and updated if necessary to maintain a safe working environment.</li> <li>6. To promote the Team FCAT Work and Wellbeing charter.</li> <li>7. Set up of trust-wide e-mail address for staff to share/report and health and safety concerns relating to COVID-19.</li> <li>8. The Headteacher (or delegated senior leader) will operate weekly with school based union representatives in order for any concerns to be addressed.</li> <li>9. 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</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 16</b>		<b>Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children staff and family members.</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children who are extremely clinically vulnerable should not attend school.</li> <li>2. Children who live with someone who is extremely clinically vulnerable are advised they only attend an education or childcare setting if stringent social distancing can be adhered to and they are able to understand and follow those instructions.</li> <li>3. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus (COVID-19). A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</li> <li>4. FCAT still wishes to support staff in continuing to work from home, if able to do so, balancing this with increasing operational requirements.</li> <li>5. Staff who are extremely clinically vulnerable (those who have received a letter from Government or clinician advising them to shield) will be advised that they can return to work from 1 August as long as they maintain social distancing and the workplace is COVID secure..</li> <li>6. Staff who are clinically vulnerable should return to work where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</li> <li>7. The government are currently undertaking an official review of whether factors including ethnicity can affect people's vulnerability to COVID-19. The government has said this is because a disproportionately higher number of people have died from COVID-19 from black, Asian and minority ethnic (BAME) backgrounds. As such the trust</li> </ol>			

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will undertake individual risk assessments for any staff who are within the high risk category and/or BAME background as outlined in bullet point 6 above.

- Staff and children living with those that are extremely clinically vulnerable can attend school and work with children or adults adhering to these risk assessments.

Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.

It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.

Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.

School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

### Staff who are clinically vulnerable or extremely clinically vulnerable

The measures outlined in the DfE guidance for full opening of schools (page 1 of this risk assessment) will be applied and will mitigate risks significantly for staff, including those who are extremely clinically vulnerable and clinically vulnerable. This will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.

Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders.

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

- Staff who are extremely clinically vulnerable (those who have received a letter from Government or clinician advising them to shield) will be advised that they can return to work from 1 August as long as they maintain social distancing.
- Staff who are clinically vulnerable should return to work where possible. Government advice is available for colleagues in these categories and those who are pregnant. Education and childcare settings should endeavour to support flexible deployment where possible.
- The government is currently undertaking an official review of whether factors including ethnicity can affect people's vulnerability to COVID-19. The government has said this is because a disproportionately higher number of people have died from COVID-19 from black, Asian and minority ethnic (BAME) backgrounds. As such the trust will undertake individual risk assessments for any staff who are within the high risk category and/or BAME background as outlined in bullet point 6 above.
- Staff and children living with those that are clinically vulnerable can attend school and work with children or adults adhering to this risk assessment.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 17</b>		<b>Staff health and wellbeing when working from home for which FCAT remains responsible for as the employer.</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		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.			

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2. Encourage staff to undertake a workstation risk assessment and consider any equipment staff may require in order to work from home safely.
3. Encourage staff to take short and regular rest breaks when using a computer screen.
4. To encourage staff not to work excessively long hours and to take a lunch break.
5. To promote the Team FCAT Work and Wellbeing Charter.
6. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or **teamfcatawellbeing.fcata.org.uk** monitored by HR daily.
7. Ongoing signposting of staff to online/phone wellbeing support.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 18</b>	<b>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)</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>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. Blackpool Gateway 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). <b>Cleaning protocol from FCAT Premises to be issued to assist with this.</b></li> <li>2. Staff who are office based and can undertake their job role at home, should continue to work from home.</li> <li>3. Limit the number of people in office at any one time.</li> <li>4. Ensure a 1metre (ideally 2metres ) distance between staff work spaces. Use markers e.g. paint/tape in the office at 2 metre intervals to encourage and maintain social distancing.</li> <li>5. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</li> <li>6. Reducing the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).</li> <li>7. Provide hand sanitiser in offices and meeting rooms.</li> <li>8. Staff asked to clean hands upon arrival and exit from the office and regularly throughout the day - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>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.</li> <li>10. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>11. Display signage in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.</li> <li>12. Limit the number of people in office at any one time.</li> </ol>			

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13. There will be a 1 metre plus (ideally 2m) distance between staff work spaces. Use markers e.g. paint/tape in the office at 1 metre plus (ideally 2m) intervals to encourage and maintain social distancing.
14. Avoiding use of hot desks and spaces and, where not possible, for example, training facilities, cleaning and sanitising workstations between different occupants including shared equipment.
15. Use remote working tools to avoid in-person meetings.
16. Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout.
17. Avoiding transmission during meetings, for example avoiding sharing pens and other objects.
18. Hold meetings outdoors or in well-ventilated rooms whenever possible.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 19</b>		<b>The continued prioritisation of vulnerable pupils and the children of key workers will create 'artificial groups' within schools when they reopen</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.</li> <li>2. Pastoral, nurture and SEND support is deployed wherever possible to support prioritised pupils.</li> <li>3. We will continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>4. Efforts continue to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 20</b>		<b>Curriculum organisation</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Gaps in learning are assessed and addressed in teachers' planning.</li> <li>2. Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified.</li> <li>3. Plans for intervention are in place for those pupils who have fallen behind in their learning.</li> <li>4. The curriculum has been reorganised to minimise movement, maintain staff teaching across a maximum of 3 bubbles and allow for increased time in core subjects to support students in returning to school.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	

# FCAT

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b>Issue that could cause harm: 21</b>	<b>Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
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<b>Existing level of risk</b>			
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<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
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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. Where a child, young person or staff member tests positive, the academy will contact the local health protection team who will investigate and provide further guidance. The health protection team will provide definitive advice on who must be sent home.
4. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place.
5. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
6. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
7. 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 1 metres (ideally 2m) 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.
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. When the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.
10. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.
11. As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
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# FCAT

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b>Issue that could cause harm: 22</b>	<b>Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>).</p> <p>2. If anyone becomes unwell with a new, continuous cough, a high temperature or a loss, or change to, your sense of smell or taste in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>3. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place.</p> <p>4. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>5. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. (ideally 2m)</p> <p>6. PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>7. Staff and parents/carers should be advised about testing for COVID-19 for keyworkers and children in school.</p> <p>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.</p> <p>9. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



# FCAT

<b>Issue that could cause harm: 23</b>	<b>Travel to and from work/school for staff/children which could increase the risk and rate of transmission of coronavirus (COVID-19).</b>			
<b>Existing level of risk</b>				
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</li> <li>2. Where using transport providers e.g. school buses; Blackpool Gateway Academy SLT to review the transport provider's control measures for the risk of COVID-19 and to confirm if you are satisfied with these if children or your people from the academy will be using the transport. Please discuss any questions or concerns with Gary Fletcher, FCAT Health and Safety Lead.</li> <li>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.</li> <li>4. Encouraging staff to travel to work by personal vehicle, walk or cycle instead of using public transport.</li> <li>5. Advise staff not to car share.</li> <li>6. Encourage staff to follow social distancing in the staff car park.</li> <li>7. Consideration for school swimming transfers</li> </ol> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>● how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>● use of hand sanitiser upon boarding and/or disembarking</li> <li>● additional cleaning of vehicles</li> <li>● organised queuing and boarding where possible</li> <li>● distancing within vehicles wherever possible</li> </ul>				

# FCAT

- the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 24</b>	<b>Communication failure with staff, parents, carers, children visitors, contractors, volunteers etc. which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
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<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
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- Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.
- Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).
- Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.
- Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#).
- Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.
- Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.
- Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.
- Blackpool Gateway Academy will tell parents that children arriving late will not be admitted. A tight window of arrival and departure will be maintained.
- Communications strategies for the following groups are in place: pupils, staff and parents. Governors/trustees, local authority, regional schools commissioner, professional associations and other partners.
- All staff and FCAT visitors sign in and do so by removing the lanyard from around their neck and hold up their badge using their arm to Gateway's Inventory scan screen to avoid head learning toward the screen and any face contact or faces in close proximity.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm: 25</b>		<b>Home-visits to children, parents and carers which could increase the risk and rate of transmission of coronavirus (COVID-19) e.g. delivery of food parcels to vulnerable families.</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Home visits should be a last resort and alternative measures implemented firstly.</li> <li>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.</li> <li>A time for home visit should be pre-arranged between the school and the parent/carer.</li> <li>The member of staff should maintain a distance of 2 metres from any adult or child and must not enter the home.</li> <li>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.</li> <li>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).</li> <li>The member of staff must have business insurance for their personal vehicle.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 26</b>		<b>Implementation of the Emergency Evacuation Procedure/ Emergency Plan which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>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.</li> </ol>			

# FCAT

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.
4. Drills will take place as part of the return to school, children will be informed that these drills are due to take place and these will be repeated if necessary.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 27</b>	<b>Premises statutory servicing, testing and monitoring not being completed resulting in legislative non-compliance and risk to health and safety of all groups.</b>
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<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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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 (Air conditioning will not be used).
3. Essential contractors will be allowed on site and will be briefed by site staff as to social distancing measures required.
4. All water dispensers are now out of action and are not to be used for the foreseeable future.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 28</b>	<b>Security during the partial closure and wider re-opening of schools (intruders, trespassers)</b>
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<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Academy Security Procedures
2. Academy Opening and Closing procedures
3. Academy Out of hours procedures
4. Academy Lockdown policy
5. Academy Emergency Plan
6. FCAT Abusive Parents policy

# FCAT

## 7. CCTV / Intruder Alarm / Entry systems

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm: 29</b>	<b>Risks relating to education visits</b>		
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<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
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'We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](#). In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits'.

#For any school that uses school buses - Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:

1. how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
2. use of hand sanitiser upon boarding and/or disembarking
3. additional cleaning of vehicles
4. organised queuing and boarding where possible
5. distancing within vehicles wherever possible
6. the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet
7. Where using transport providers e.g. school buses; Academy SLT to review the transport provider's control measures for the risk of COVID-19 and to confirm if you are satisfied with these if children or your people from the academy will be using the transport. Please discuss any questions or concerns with Gary Fletcher, FCAT Health and Safety Lead.

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW as non planned</b>	<b>NEGLIGIBLE</b>

# FCAT

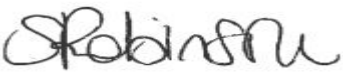
## RISK MATRIX

		Likelihood		
		Probable	Possible	Remote
Impact	<b>Major</b> Harm Physical Injury Illness	HIGH	HIGH	HIGH
	<b>Severe</b> Physical Injury Illness First Aid	HIGH	MEDIUM	LOW
	<b>Minor</b> Physical or Emotional Discomfort	MEDIUM	LOW	LOW


# FCAT

## Authorisation by Risk Assessor and Headteacher

<b>OVERALL level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Assessor's comments</b>		Insert comments relevant to findings as appropriate	
<ul style="list-style-type: none"> <li>• This remains a dynamic risk assessment on the basis of information being released and updated regularly. This will be reviewed in light of experience.</li> <li>• Staff will be required to follow procedures and will be regularly reminded of the need to follow all procedures detailed above. <i>This is to be monitored by members of SLT to remove risk of complacency.</i></li> </ul>			

Name of assessor	Signature of assessor	Date
Sue Robinson		3rd January 2021

<b>Head teacher comments</b>	Insert comments relevant to assessment as appropriate
<b>Gary Fletcher FCAT Health &amp; Safety Lead &amp; John Topping FCAT Premises will assess the implementation of the Risk Assessment on regular visits during the Autumn term.</b>	

Name of Head teacher	Signature of Head teacher	Date
Sue Robinson		3rd January 2021

<b>Risk assessment reviews</b>	Set future review dates & sign/comment upon completion
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# FCAT

11th January 2021

*Robinson*

18th January 2021

25th January 2021

1st February 2021

## Relevant Legislation

Health and Safety Act 1974

Management of Health and Safety at Work Regs 1999

PPE at Work Regs

COSHH Regulations 2002

The Health Protection (Coronavirus, Restrictions) Regulations 2020