

FCAT

Coronavirus (COVID-19) Implementing protective measures within FCAT

COVID-19 Risk Assessment

Academy	Montgomery Academy
Activity / Procedure	Full opening of schools - managing the risk and rate of transmission of coronavirus (COVID-19) and variants Inc Lockdown, closure, KWV and staff.
Assessment date	13th January 2021
Review date	To be reviewed and updated frequently in light of any updates to existing government guidance or any new guidance.

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

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

This risk assessment is completed based on the guidance and information available on the 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)

FCAT

System of controls

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

FCAT

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	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.	<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 symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless</p> <ul style="list-style-type: none">• the symptomatic person subsequently tests positive• they develop symptoms themselves (in which case, they should arrange to have a test)• they are requested to do so by NHS Test and Trace or the PHE advice service (or

FCAT

		<p>PHE local health protection team if escalated)</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID19).</p>
2	<p>Where recommended, use of face coverings in schools</p>	<p>Under national lockdown, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>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"> • cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability • speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <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 ‘black bag’ waste bin (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>

FCAT

<p>3</p>	<p>Clean hands thoroughly more often than usual.</p>	<ul style="list-style-type: none"> • 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. • 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 • All students and staff will be reminded to wash hands before and after visiting the toilet, coughing/sneezing and having a meal. • All students will receive regular reminders on effective hand washing routines. • 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). • <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"> • whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations, and helping ensure younger children, and those with complex needs, understand the need to follow them
<p>4</p>	<p>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<ul style="list-style-type: none"> • 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. • All classrooms, social spaces and corridors will have adequate bins. • There will be an enhanced schedule for bins to be emptied and disinfected.
<p>5</p>	<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants / detergents</p>	<ul style="list-style-type: none"> • 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. • 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). • All specialist rooms will be disinfected by cleaners between lessons (where students from a different bubble are using the room). • All cleaners will be trained and regularly reminded of the protocols for disinfecting surfaces. • There will be an enhanced cleaning schedule throughout the day. • (Cleaning Schedules , Rotas and Cleaning Risk Assessment).
<p>6</p>	<p>Minimise contact between individuals and maintain social distancing wherever possible.</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>

FCAT

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 groups.

FCAT

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.

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

FCAT

		<p>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"> • https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-sc
7	Where necessary, wear appropriate personal protective equipment (PPE)	<ul style="list-style-type: none"> • The academy will maintain stocks of PPE and deploy them around the academy. Safe working in education, childcare and children's social care
8	Keeping occupied spaces well ventilated	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) 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. <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. • rearranging furniture where possible to avoid direct drafts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.
9	Engage with the NHS Test and Trace process	<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. Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance for</p>

FCAT

handling any positive tests as a result of that programme.

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:

book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit

- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace

- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries. Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance 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.

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.

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

These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these test kits will also help ensure that 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).

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.

NHS COVID-19 app The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set

FCAT

		<p>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>Mass asymptomatic testing: schools and colleges - GOV.UK</p>
<p>10</p>	<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. 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"> • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <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 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</p>

FCAT

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

FCAT

Further Controls ref Government announcement on 4th January 2020 Lockdown

Issue:		Infection transmission rates are high due to the new Covid variant. Further operational controls / actions / required for key worker / vulnerable students and staff during lockdown		
Existing level of risk				
HIGH		MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> • Follow Government guidance on further control measures.(When available). • Key worker and vulnerable student classes to be kept at a minimum due to higher transmission rates. Specific max numbers of KVV and staff will depend on the size and type of classrooms & workplaces. • Social distancing to be maintained at 2 meters where possible. • When staff or children cannot maintain distance, particularly with younger children in primary schools, the pupils will be kept in smaller, class-sized groups where possible. • Wearing of masks. Please see FCAT Mask Policy. This position on the wearing of masks will be under constant review both at Trust level and nationally. • Some individuals are exempt from wearing face coverings who: cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability. • Rooms must be well ventilated (with outside air) with extra heaters provided if necessary. • Cleaning & hygiene protocols must be reviewed.(Updated cleaning protocols from site management). • All operational guidance and controls are contained within this RA. • All symptoms of Control are being followed.Guidance for full opening: schools - GOV.UK 				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH		MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue:	Mass asymptomatic testing		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>Follow Government guidance on further control measures.</p> <p>Mass asymptomatic testing: schools and colleges - GOV.UK</p> <p>General strategy:- Offer weekly testing to staff and VKW children Insist that those involved in testing are tested every three days Ensure all testers are trained on modules 1,2,3,4, and 7 so they understand the full process Ensure there are some specific staff that Covid testing is not the majority of their role</p> <p>Reception: Take temperature Ask about existing symptoms Use images of students so registrar can check that the consent form matches with the student in front of them</p> <p>Process: One-way system Additional timers purchased for test accuracy Designed bespoke tube holders to ensure smooth processing Private booths with wipeable surfaces</p> <p>Result: Additional group text with result to complement NHS contact</p> <p>Waste: All hazardous waste is removed by a certified contractor.</p>			
Remaining level of risk			
HIGH		MEDIUM	LOW
Consider level of risk following use of control measures			
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:	Lack of Social Distancing in the learning environment (classroom/ workshop/ hall/ outdoors) which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Reduce the number of learning environments used by each year group bubble. Year group bubbles will be taught in their own block. Staggering of start times, breaks, lunches and finish times combined with splitting the school site in two during break and lunch will mean that bubbles will not mix. 2. Staff and students will wear face masks in communal areas inside, except classrooms. (See separate Face coverings Protocol as Appendix at the end of this Risk Assessment) 3. Staff will work with a maximum of 3 year group bubbles to keep the number of interactions at school as low as possible. Teaching staff will maintain 2m social distancing as much as possible when teaching their classes. This will be achieved by teaching from the front and the predominant use of questioning and mini-whiteboards for formative assessment. Teachers may have to walk from the door past seated students to get to their designated teaching area at the front. This is low risk and students would be facing the front, so will not be face to face with staff as they walk by. Staff can use a visor when teaching if they so wish. 4. Ensure that children are in year group bubbles at all times and different groups do not mix. 5. Ensure that staff stay working with their assigned year group bubbles as far as possible. Changing the assignment of staff to year groups should be a last resort, but may be necessary due to staff absence. 6. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between children and staff. 7. Corridors will be one-way in some blocks, where such movement is appropriate and there will be a clear plan how year group bubbles move around blocks and to dining halls, outside spaces & PE spaces. 8. Utilise the Science Arches Gate and Bike Sheds gate as the main entry and exit points for year groups arriving at the same time. Hand sanitisers will be on every entrance and exit and students will be monitored to ensure they sanitise on entry and exit. 9. Specialist classrooms will be created and assigned to each block so that ICT, Expressive Arts and DT can all be taught in the Year group bubble block. 10. Seats will be facing the front in each classroom, unless installed furniture cannot be moved. 11. Children should stay seated at their assigned desk when in lessons and should only get out of their seats if they are assisting the circulation or collection of resources. 12. Children should not share resources across year group bubbles. If pens/pencils have to be loaned by a teacher then they should be returned to a used pens box and not used again until the next week. 13. If personal property of children such as e.g. bags, coats, lunchboxes are brought into school by students they should be carried around with them at all times. 14. All staff members should maintain social distancing of a 2 metre distance from each other and students at all times unless there is a safety concern 15. Display signage in the learning environment regarding social distancing to reinforce, encourage and promote this for staff and children. 16. Students were trained on assimilation days on how to enter/exit the site, the staggered school day, which toilets to use and when. Also, how they move around their block, get to dining halls, PE, etc. Staff were trained on new expectations on the INSET day. These procedures and expectations will be revisited and managed in line with a revised academy behaviour policy. 			
Remaining level of risk ALL SLT	Consider the level of risk following use of the above control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:	Lack of Social Distancing when using toilets and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>1. There will be a maximum number of students allowed in the toilets (dependent on each facility) at one time and each bubble will be allocated specific toilet blocks for them to use, utilising all available toilets. Pastoral staff will support students who need to go to the toilet during lessons. Toilets will be closely monitored at break and lunch to ensure appropriate use.</p> <p>2. There will need to be equivalent expectations on how staff access toilet facilities. Staff would ideally use staff toilets that are in the block that they teach rather than the ones in just M-block. There are staff toilets in O/T-block, E-block and 2 in L-block.</p> <p>3. Staff and children asked to clean hands after using the toilet - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>4. Ensure that help is available for children who have trouble cleaning their hands independently. Ensure supervision of hand sanitizer use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative.</p> <p>5. Display signage in the toilets regarding hand washing to reinforce, encourage and promote this for staff and children.</p> <p>6. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>7. Full stock of soap and sanitiser to be maintained in the toilets at all times.</p> <p>8. A cleaning schedule will be maintained for the whole site, particularly commonly used areas such as toilets. Cleaning should be at the start and end of each day as well as regularly throughout the day. See separate FCAT Cleaning Risk Assessment and FCAT Cleaning Protocol for Montgomery</p>			
Remaining level of risk ALL SLT	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Lack of social distancing and poor hygiene upon arrival and exit from school which could increase the risk and rate of transmission of coronavirus (COVID-19)		
------------------------------	---	--	--

FCAT

Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. This will be communicated via text/email/Expressions/website and signage on the front doors.</p> <p>2. Procedures will be clear for staff for entry and exit to the academy specific to the academy environment and to communicate these (e.g. what entrances/exits should be used by which staff, use of hand sanitiser as soon as possible each and every time enter/exit the building, staggered arrival times, sign in with fob instead of touching screen, maintain 2 metre distance, go straight to area of work and <u>not to congregate with other staff</u> etc.).</p> <p>3. There are now 95 hand sanitiser stations at staff entrances/exits to the site and more around school such as extra in the dining halls and corridors in blocks used for teaching.</p> <p>4. Staff to sanitise hands on each and every entry and exit from the building.</p> <p>5. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>6. Procedures put in place for operation of the Main Reception will be communicated by text and via our website to all students/parents/carers/contractors and for deliveries. (e.g. keep the number of people in reception to a minimum, who may enter reception and on what basis, mark out a 2 metre area for the member(s) 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). There will be a maximum of 4 people at once in reception, not counting staff behind the counter. .</p> <p>7. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely. There will be a meeting room booking system for visitor meetings.</p> <p>8. Procedures for student arrival made clear to all stakeholders before further students return. Students will use different gates dependent on their bubble and will sanitise or wash hands immediately. Similar expectations will be set for staff. (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.).</p> <p>9. Implement staggered drop off and pick up times for different groups of children.</p> <p>10. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. Consider drop-off points for parents dropping students off, who now cannot come by bus. At the end of the day, parents should not be coming on site to pick up their son or daughter.</p> <p>11. Staff supervision throughout drop off/pick up to encourage and insist on social distancing.</p> <p>12. 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.</p> <p>13. Everyone should use a tissue or elbow to cough or sneeze and use lidded bins for tissue waste ('catch it, bin it, kill it').</p> <p>14. Ensure there are lidded bins for tissues and these are emptied throughout the day.</p>			
Remaining level of risk CMO		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

FCAT

Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>1. 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 students using them at any one time.</p> <p>2. We will use one-way movement and different timings as much as possible to keep groups apart as they move through the setting where spaces are accessed by corridors.</p> <p>3. The kitchen areas have been redesigned for safer service of more grab & go food. As there will only ever be one year group in a dining hall at once, then queues will be shorter and dining halls will be less busy and therefore easier to manage.</p> <p>4. Ensure that children and young people are in the same small groups at all times during the day..</p> <p>5. Ensure that the pastoral staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days. Pastoral staff will be on break/ lunch with their year groups and can support in 2 other sessions. 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</p> <p>6. Allocate different areas for different groups of children and staff. One bubble on break or lunch will use the Quad and one will use the Area outside the Upper Dining Hall and be kept from mixing. Some use of the field might be possible in dry weather.</p> <p>7. Children and young people should sanitise or wash their hands regularly including when they arrive at school, when they return from breaks and before and after eating.</p> <p>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.</p> <p>9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>10. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children.</p> <p>11. Use markers e.g. paint/tape outside school and inside school at 2 metre intervals to encourage and maintain social distancing for children and adults.</p> <p>12. 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 lidded bins for tissue waste ('catch it, bin it, kill it').</p> <p>13. Ensure there are lidded bins in break/lunchtime areas for tissues and these are emptied throughout the day.</p> <p>14. Ensure that handwashing facilities are available. Where a sink is not nearby or too many students would be using the facilities at the same time, provide hand sanitiser in play/break time and lunchtime areas.</p> <p>15. 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. Year groups will use separate boxes of equipment where possible.</p> <p>16. Games discussed which encourage social distancing e.g. football passing. There should be no sharing of equipment between year group bubbles during the day without being cleaned first. Independent sport bodies advice and latest guidance will be reviewed regularly to keep our practice up to date.</p> <p>17. Staff supervision throughout break/play and lunchtimes to actively encourage and insist on non-contact.</p>			
Remaining level of risk GSH/BGO		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Lack of social distancing and poor hygiene during staff break or lunch times which could increase the risk and rate of transmission of coronavirus (COVID-19)
Existing level of risk	

FCAT

HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>1. Staff room to be properly cleaned at the start and end of each day and surfaces cleaned more regularly than normal throughout the day.</p> <p>2. A maximum of 12 staff in the staffroom at one time, and resources such as drink making facilities and photocopiers should only be used one at a time. All staff should stay a minimum of 2m apart and each block will have a staff workroom so the staff room should not be busy. During period 2 and 4 staff working in the staff room should use the quiet room so staff can use the main room to access the kitchen and eat.</p> <p>3. 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</p> <p>4. Staff should use the kitchen area one at a time. When the kitchen area is in use, hand sanitiser will be provided for use when entering/leaving the staffroom.</p> <p>5. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>6. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>7. If staff are waiting to use a staffroom facility they should sit back-to-back or side-to-side (rather than face-to-face) whenever possible.</p> <p>8. Lines will be marked on the floor of the staff room at 2 metre intervals to encourage and maintain social distancing when waiting to use the kitchen or photocopier.</p> <p>9. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.</p>			
Remaining level of risk MTA		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

FCAT

How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time. 2. We will use one-way circulation as much as possible on all corridors to keep groups apart as they move through the setting where spaces are accessed by corridors. 3. Utilise other exit/entry points, where possible, to facilitate students from different groups not using the corridor at the same time 4. Children and young people to walk single file on the corridor where possible. 5. Use markers e.g. paint/tape on corridors at 2 metre intervals to encourage and maintain social distancing between children and adults. Both students and staff will have masks on so risks are reduced further still. (See separate Face coverings Protocol as Appendix at the end of this Risk Assessment) 6. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. 7. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. 8. Display signage on corridors regarding social distancing to reinforce, encourage and promote this for children and staff. 9. Staff supervision on corridors to actively encourage and insist on social distancing. 10. Encourage staff communication via phone, radio or e-mail to limit unnecessary movement of staff on corridors. Staff radios should not be shared and will be allocated to teaching rooms that will need to be wiped before and after use. Supervision of blocks will be down to pastoral staff, on-patrol and SLT. Radios should be used by the person it was issued to only. 			
Remaining level of risk ALL SLT	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

FCAT

How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>1. Learning environments to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children for areas such as the Library. Areas such as the SSC and PE will need equipment boxes that split resources between year groups. If this is not possible then resources will need to be cleaned before use by a different year group.</p> <p>2. Each block will have a resource room where resources from all subjects can be kept so that no resources will be shared across bubbles. Students will only use ICT rooms within their block (M15 & M16 counted as within the S-Block). Catering staff will clean the dining hall tables and floors between each sitting.</p> <p>3. A cleaning schedule will be maintained for the whole site, particularly commonly used areas such as toilets. Cleaning should be at the start and end of each day as well as regularly throughout the day. See separate FCAT Cleaning Risk Assessment and FCAT Cleaning Protocol for Montgomery</p> <p>4. Clean surfaces that children and young people are touching, such as practical equipment books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p> <p>5. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.</p> <p>6. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide hand sanitiser.</p> <p>7. 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.</p> <p>8. 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 lidded bins for tissue waste ('catch it, bin it, kill it').</p> <p>9. Ensure lidded bins in break/playtime/lunchtime areas for tissues which are emptied throughout the day.</p> <p>10. Display signage across school regarding handwashing to reinforce, encourage and promote this for staff and children.</p> <p>11. Full stock of soap and sanitiser to be maintained in school at all times.</p> <p>12. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>13. Learning planned, where possible, for resources to be shown on white board rather than printed and shared.</p> <p>14. Shared resources should not be taken home unless things such as textbooks are a long-term loan</p> <p>15. Only paper, pens & rulers will be provided by staff and pens returned will not be used within the next 72 hours unless other cleaning arrangements are in place.</p> <p>16. Some practical lessons can go ahead if equipment can be cleaned thoroughly and properly cleaned between different groups of children.</p> <p>17. Children keep to their desks when in the learning environment.</p> <p>18. Full uniform is expected in September as students will be mixing in their own year group bubble only and social distancing should be maintained between staff and students</p>			
Remaining level of risk AMO	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Lack of cleaning which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		

FCAT

1. Follow the COVID-19: cleaning of non-healthcare settings guidance
2. School to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. This should be at the start and end of each day as well as regularly throughout the day across school. Cleaning protocol from FCAT Premises to be issued to assist with this.
3. Clean surfaces that children and young people are touching, such as books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.
4. Shared materials and surfaces should be cleaned and disinfected more frequently if they are going to be used again the same day.
5. COVID-19 PPE will be worn by all cleaning staff.
6. Remove soft furnishings that are hard to clean (such as those with intricate parts)
7. Deep clean of the academy before wider re-opening.
8. To ensure effective stock control and sufficient stock of cleaning materials, hygiene materials and PPE in line with cleaning schedule.
9. Ensure there are lidded bins across school for tissues and these are emptied throughout the day.
10. Extra cleaning staff have been appointed to maintain high standards of hygiene throughout.

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

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

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

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.
2. Reduced timetable/exclusion/inclusion considered if necessary to manage the behaviour of children and young people and to minimise risk to staff.
3. Use of PPE where 2 metre distance cannot be maintained.
4. Utilise glass/perspex screens at the reception desk and Student Services when used.
5. A strong line will be taken on any student that has to be restrained or regularly misbehaves including exclusion where necessary.
6. Parents or visitors will not be able to speak to members of staff unless they have pre-arranged an appointment. A meeting room will need to be booked by appointment. Visitors should wear a face mask.

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

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

Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>1. Ensure there is a member of First Aid trained staff on site and only trained staff carry out First Aid. Ensure full and complete first aid stock on site at all times.</p> <p>2. Ensure FCAT First Aid, Accident Administering medicines and EHP Policies are followed.</p> <p>3. 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</p> <p>4. Staff should wear PPE if a child or young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>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.</p> <p>6. Full and complete stock of PPE on site at all times.</p> <p>7. Students requiring first aid should remain in their bubble block and first aid will come to them. They will remain there until they recover, are sent home or in an emergency to hospital.</p>			
Remaining level of risk RWH	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Safeguarding checking how the academy is safeguarding children and young people during the remaining partial closure of schools and in the wider opening.		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>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.</p> <p>2. The Academy will continue to ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs.</p>			
Remaining level of risk GSH	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Emotional distress of the children - including mental health conditions.		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> Children and young people will be supported by their pastoral manager and progress manager who will be based in their block. This will support consistency and stability. Consider phased returns for students anxious about returning to school and/or absent in the first few weeks of term. The academy will have a Attendance Strategy in place for September which will be shared with parents/carers before the start of term. Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school. The Academy will continue to ensure that targeted and effective pastoral care is in place, even when schools are at Tier 2-4 of lockdown restrictions, to support children designed to meet individual and collective needs. 			
Remaining level of risk GSH	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Emotional distress of the staff – including mental health conditions.		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> Academy SLT to ensure continuous clear and effective communication with staff regarding the detail of plans for the phased wider re-opening of schools and this COVID-19 risk assessment and control measures in advance and following 1st September 2020 to aim to minimise uncertainty and anxiety. SLT available via email from 24th August to answer any questions or address any concerns that a member of staff has regarding returning on September 1st. All staff did return to work in the first week. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or teamfcatwellbeing.fcat.org.uk monitored by HR daily. Ongoing signposting of staff to online/phone wellbeing support. Ongoing review of COVID-19 risk assessment to ensure control measures are implemented and updated if necessary to maintain a safe working environment. To promote the Team FCAT Work and Wellbeing charter. Set up of trust-wide e-mail address for staff to share/report and health and safety concerns relating to COVID-19. 			
Remaining level of risk JHU	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

FCAT

How to manage it (control measures)

List your control measures required to reduce risk – add appropriate detail about the type and location of controls

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

Staff who are clinically vulnerable or extremely clinically vulnerable

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

FCAT

such the trust will undertake individual risk assessments for any staff who are within the high risk categories and/or BAME background.

18. Staff and children living with those that are clinically vulnerable can attend school and work with children or adults adhering to this risk assessment.

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

Issue that could cause harm:	Staff health and wellbeing when working from home for which FCAT remains responsible for as the employer.
-------------------------------------	---

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

1. Line Managers to maintain regular and reasonable contact with staff in their teams if they are required to work from home due to medical advice or having been asked to self-isolate
2. Encourage staff to undertake a workstation risk assessment and consider any equipment staff may require in order to work from home safely.
3. Encourage staff to take short and regular rest breaks when using a computer screen.
4. To encourage staff not to work excessively long hours and to take a lunch break.
5. To promote the Team FCAT Work and Wellbeing Charter.
6. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or teamfcatwellbeing.fcat.org.uk monitored by HR daily.
7. Ongoing signposting of staff to online/phone wellbeing support.

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

Issue that could cause harm:	Lack of Social Distancing and poor hygiene in staff offices and meeting rooms which could increase the risk and rate of transmission of coronavirus (COVID-19)
-------------------------------------	--

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Staff offices to be properly cleaned at the start and end of each day and surfaces (e.g. desks, door and window handles, light switches etc.) cleaned more regularly than normal throughout the day. See separate FCAT Cleaning Risk Assessment and FCAT Cleaning Protocol for Montgomery 2. Limit the number of people in an office at any one time, a maximum of 1 staff member in most offices across the site, although some will have 2. 1 person can visit another in a 1-person office but they should not come within 2m of each other and limit the visit to 15 minutes where possible. 3. Ensure a 2-metre distance between staff work spaces. Use markers e.g. paint/tape in the office at 2 metre intervals to encourage and maintain social distancing. 4. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible. 5. 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). 6. Provide hand sanitiser in offices and meeting rooms. 7. 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 8. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. 9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 10. Display signage in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff. 11. Avoiding use of hot desks and spaces and, where not possible, for example, call centres or training facilities, cleaning and sanitising workstations between different occupants including shared equipment. 12. Use remote working tools to avoid in-person meetings, unless sufficient social distancing can be maintained throughout in a well ventilated space. 13. Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout. 14. Avoiding transmission during meetings, for example avoiding sharing pens and other objects. 15. Hold meetings outdoors or in well-ventilated rooms whenever possible. 			
Remaining level of risk EBE	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		

FCAT

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, a high temperature or a loss, or change to, your sense of smell or taste in an education or childcare setting, they must be isolated, sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.
3. Test and trace protocols will be applied in full
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. This will be SOLO if the student can be moved safely. 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 1 metre plus away from other people, wherever possible.
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 1 metre plus 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 metre plus 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. Staff and parents/carers should be advised about testing for COVID-19 for keyworkers and children in school.
9. 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 and DfE procedure in the event of this can be followed.
10. All SEND students with an EHCP will have a risk assessment carried out on return and a communication log completed weekly by Key Workers.
11. If anyone becomes unwell with a new continuous cough, or a high temperature, or has a loss/change in their normal sense of smell or taste (anosmia), they must be sent home to self-isolate and arrange to have a test. Other members of their household must isolate for 14 days from when the symptomatic person first had symptoms.
12. When the child, young person or staff member tests negative and no longer has symptoms, they can return to their setting and the fellow household members can end their self-isolation.
13. 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
14. The academy will maintain records of pupils and staff in each group and further close contacts
15. 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 bubble do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.
16. All children and staff working with the group of children which contains an individual with a positive test must self-isolate at home for 14 days from the last close contact with the person testing positive. Household members do not need to self-isolate unless there is a subsequent positive test or their family member develops symptoms.
17. If a subsequent test shows a negative result, household should remain in self-isolation for 14 days.
18. If testing positive, a person must continue to self-isolate for at least 10 days from the onset of their symptoms and other members of the house hold must continue self-isolating for the full 14 days from when the symptomatic person first had symptoms.
19. 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

FCAT

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.

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

Issue that could cause harm:	Travel to and from work/school for staff/children which could increase the risk and rate of transmission of coronavirus (COVID-19).
-------------------------------------	--

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel
2. Montgomery does not use school buses, the minibus will not be used for transporting students at this time. Students and parents will be reminded to follow guidance, such as the wearing of face masks, when choosing to use public transport.
3. Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.
4. Encouraging staff to travel to work by personal vehicle, walk or cycle instead of using public transport. If public transport is the only option please confirm with the staff member that their travel is safe and social distancing is being followed i.e. no overcrowding on bus/train and use of face coverings.
5. Staff will be encouraged not to car share unless they live in the same household.
6. Staff are to follow social distancing in the staff car park.

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

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

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

1. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.

FCAT

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

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

Issue that could cause harm:	Home-visits to children, parents and carers which could increase the risk and rate of transmission of coronavirus (COVID-19) e.g. delivery of food parcel to vulnerable family.		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Home visits should be a last resort and alternative measures implemented firstly. 2. Where a home visit is absolutely essential this must be agreed by the HT and the member of staff must undertake the home visit on a voluntary basis. No member of staff should be forced to undertake a home visit. 3. A time for home visit should be pre-arranged between the school and the parent/carer. 			

FCAT

4. The member of staff should maintain a distance of 2 metres from any adult or child and must not enter the home. Extra precautions such as face masks/visors will be supplied if the member of staff requests them
5. The member of staff should drive to the home, knock on the door, and for example leave the food parcel and return to their vehicle, locking the doors and drive away.
6. Lone working arrangements should be implemented between the member of staff and a member of SLT (e.g. agreed appointment time for the visit, member of staff to call SLT to confirm they have safely completed the home visit).
7. The member of staff must have business insurance for their personal vehicle.
8. The school car cannot be used by more than 1 person unless left for 72 hours..

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

Issue that could cause harm:	Implementation of the Emergency Evacuation Procedure/ Emergency Plan which could increase the risk and rate of transmission of coronavirus (COVID-19)
-------------------------------------	--

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

1. Existing Academy Emergency Evacuation procedure to continue to be followed, however ensuring that face masks are worn in the corridors on exit and a 2 metre social distance is possible between staff and students, at all times when congregating at the emergency evacuation point. We will allocate specific fire lines dependent on where each year group's bubble is based ie which block they are based in. We will however use some of the existing fire lines on the netball court.
2. Existing Academy Emergency Plan to be followed in the event of loss of electrical power, loss of water supply, loss of communications, intruder etc. however ensuring that a 2 metre social distance is possible at all times.
3. To review any Personal Emergency Evacuation Plans (PEEP) for staff and children to ensure that control measures are implemented to minimise the risk and rate of transmission of coronavirus (COVID-19) between an individual and the adult facilitating the emergency evacuation.

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

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

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

1. All statutory servicing (weekly/monthly/6 monthly and annual testing and monitoring systems and audits) are in place and continuing in line with current trust and academy procedures.

FCAT

2. To ensure a schedule of contractors is determined (so that that they can be appropriately briefed in advance of visiting the school and on the day regarding the academy's procedures for social distancing and good hygiene) for: Gas, Electric, Water, Lifts, Alarm, Fire equipment, Pat testing, Kitchen, Emergency lighting, Doors, Plant equipment, Ventilation.

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

Issue that could cause harm:	Security during school full closure of site during the first three weeks of the summer holiday and when school reopens fully in September (intruders, trespassers)		
-------------------------------------	---	--	--

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

1. Academy Security Procedures
2. Academy Opening and Closing procedures
3. Academy Out of hours procedures
4. Academy Lockdown policy (will be revised to reflect social distancing and new fire line locations assigned to student bubbles)
5. Academy Emergency Plan (will be revised to reflect social distancing and new fire line locations assigned to student bubbles)
6. FCAT Abusive Parents policy (to be revised to state parents will only enter the school site, including reception by appointment with strict expectations of where the meeting will be held, who with and how social distancing will be maintained.
7. CCTV

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

Issue that could cause harm:	Risk relating to education visits		
-------------------------------------	--	--	--

Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

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

- 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

FCAT

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'.


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

Authorisation by Risk Assessor and Headteacher


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

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

FCAT

<p>Stephen Careless</p> <p>Gary Fletcher FCAT Health & Safety rep & John Topping FCAT Premises will assess the implementation of the Risk Assessment on regular visits during the Autumn term. Also, Stephen Cox will also quality assure elements of this Risk Assessment as part of his weekly days at Montgomery</p>		<p>13th January 2021</p>

<p>Head teacher comments</p>	<p>Insert comments relevant to assessment as appropriate</p>
<ul style="list-style-type: none"> ● Much of this risk assessment has been applied in the wider reopening for Year 10 and the continuation of provision for keyworkers and vulnerable children. However that was on a much smaller scale. ● The designation of 'Year group' bubbles that reside in same block of the school make the scaling up of this possible. The logistics will make this a testing few days in the first week and it is good that we can build up with a staggered start for different year groups. ● Communication to all stake-holders will be key in putting this complex plan into place. ● This risk assessment will evolve and that will start as we get feedback from staff in the short consultation period. It will need reviewing regularly and developing further as we see how it works as student numbers increase in the first week. ● Early learning points from our assimilation days are <ul style="list-style-type: none"> ○ Students will not be able to social distance in busy corridors when moving around their blocks and going to break/lunch or PE but will not mix with other year group bubbles. The face mask policy is a control measure to ensure that staff moving between blocks in lesson changeovers mitigate the risk when moving around corridors busy with students and other staff. ○ Enforcing the use of plastic bags for storing face masks will be difficult to enforce. ○ Staff supervising busy dining halls struggle to be heard when wearing a face mask. ○ L-block has much smaller corridors for student movement during busy times. ○ Assemblies should be run during period 1, 3 or 5 to avoid year group bubbles crossing. 	

<p>Name of Head teacher</p>	<p>Signature of Head teacher</p>	<p>Date</p>
<p>Stephen Careless</p>		<p>13th January 2021</p>

<p>Risk assessment reviews</p>	<p>Set future review dates & sign/comment upon completion</p>
---------------------------------------	---

FCAT

After first full week back in September

Appendix 1 - Face Coverings Policy

General Principles and Protocol

- This protocol is based on the updated Government guidance (published 25/8/20).
- This guidance applies to students from Y7 upwards and to all staff working in schools which educate children 12 and above.
- All face masks worn by students in school must be plain and black..
- All face masks worn by staff in school must be of a plain colour or pattern ie no logos or messages
- This advice may change should a local lockdown be in place or should Government guidance change.
- Montgomery Academy (and the wider Fylde Coast Academy Trust) will require the use of face coverings to be worn by all students in Y7 above and staff in areas **indoors** where social distancing is more difficult. These include, but are not limited to: -
 - Corridors
 - In the Assembly Hall when moving to their seat and when exiting
 - Canteens when entering, queuing and exiting
 - Staff rooms and kitchens
- Each student (and member of staff if they wish) will be provided with 3 washable fabric face coverings, the coverings should be washed regularly (this is the responsibility of the student/parent and the staff member). These will be part of the uniform and students should only wear the provided mask or a disposable mask.
- If a student or member of staff forgets a mask, they will be required to wear a disposable face mask. If the fabric face masks do not arrive in time for the start of the new academic year, disposable masks will be provided until they do arrive.
- Staff should be consistent in requiring the use of face coverings and the usual behaviour policies will apply with sanctions up to and including time in isolation.
- Some staff and children will be exempt, however, parents will be required to discuss this with their child's Pastoral Manager or Progress Manager. In such a case, the SSC should be informed and an exemption pass will be issued.
- Staff should wear face masks in the corridors and other inside communal spaces between the hours of 8am and 4pm. Outside of these hours social distancing should still apply when not wearing a mask. Staff can remove their masks when sat down in designated staff work areas.
- Face masks do not need to be worn in classrooms when children are sat down. If a parent would like a student to wear a mask in the classroom or a student would like to wear a mask in the classroom, they should contact the relevant Progress Manager to discuss this. Progress Managers will inform the teachers of that student.

- Staff will be required to wear face masks in communal staff areas, but will not be required to wear them in offices when working at a desk. Staff who wish to wear a visor may wear them, though they are not a substitute for a mask. When meeting with parents or visitors (including in the Reception area) if social distancing cannot be adhered to, staff should wear visors.

FCAT

- Parents or visitors will not be able to speak to members of staff unless they have pre-arranged an appointment. For such meetings, a meeting room will need to be booked by appointment. Visitors will not be allowed to enter the main school unless they are wearing a face mask.
- To facilitate good order in busy dining halls, designated areas will be marked out on the floor that only staff can stand in. This will mean that staff instructions can be given (as masks make it difficult to communicate in environments with raised noise levels). This is critical if good order and safety is to be maintained in these areas. If the member of staff needs to leave the designated area they will need to replace their face mask.

Face Covering in Education, Dfe, 25/8/20

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

Face Coverings, when to wear one and how to make them, Dfe, 21/8/20

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

Face Coverings, Exemption cards, Dfe, 21/8/20

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own>