

# FCAT

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

### COVID-19 Risk Assessment

|                             |   |
|-----------------------------|---|
| <b>Academy</b>              | Montgomery Academy  |
| <b>Activity / Procedure</b> | Full opening of schools from September 1st 2020- managing the risk and rate of transmission of coronavirus (COVID-19)   |
| <b>Assessment date</b>      | 17th July 2020 (With more redrafting possible before Sept 1st)  |
| <b>Review date</b>          | To be reviewed and updated frequently before and after the wider opening of school and 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.*

**Guidance for full opening: schools (2<sup>nd</sup> July 2020).**

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

*This risk assessment is completed based on the guidance and information available on the 2<sup>nd</sup> July 2020 and will be updated to reflect any changes in published guidance.*

# FCAT

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| <b>Issue that could cause harm:</b>  |               | <b>Lack of Social Distancing in the learning environment (classroom/ workshop/ hall/ outdoors) which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |                   |
| <b>Existing level of risk:</b>   |               |   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls   |                   |
| <p>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.</p> <p>2. Staff will work with a maximum of 3 year group bubbles to keep the number of interactions at school to 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 teaching space 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. Teaching areas in each classroom will be clearly marked.</p> <p>3. Ensure that children are in year group bubbles at all times and different groups do not mix.</p> <p>4. 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.</p> <p>5. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between children and staff.</p> <p>6. Corridors will be one-way in every block and there will be a clear plan how year group bubbles move around blocks and to dining halls, outside spaces, and PE spaces where required.</p> <p>7. Utilise the Middle 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.</p> <p>8. 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.</p> <p>9. Seats will be facing the front in each classroom, except where this is impossible due to the inflexible nature of the installed furniture.</p> <p>10. 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.</p> <p>11. 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.</p> <p>12. Personal property of children should be kept to a minimum e.g. bags, coats, lunchboxes. If these are brought into school they should be carried around with them at all times.</p> <p>13. 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</p> <p>14. Display signage in the learning environment regarding social distancing to reinforce, encourage and promote this for staff and children.</p> <p>15. Students will be trained on assimilation days (September 2nd - 4th) on how to enter/exit the site, the staggered school day, which toilets they can use and when. Also, how they move around their block and the school to get to dining halls, PE, etc. Staff will also have clear expectations about, as much as possible, staying in their teaching area within their classroom. These procedures and expectations will be revisited and managed in line with a revised academy behaviour policy.</p> |               |   |                   |
| <b>Remaining level of risk ALL SLT</b>   |               | Consider the level of risk following use of the above control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

# FCAT

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| Issue that could cause harm:   | Lack of Social Distancing when using toilets and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19) |     |            |
| Existing level of risk:  |  |     |            |
| HIGH   | MEDIUM   | LOW | NEGLIGIBLE |
| 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 any student needing to go to the toilet during lessons. Use of toilets at break and lunch will be closely monitored and reduced if students are going more in lesson time.</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 <b>2 in L-block</b>.</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. <b>See separate FCAT Cleaning Risk Assessment and FCAT Cleaning Protocol for Montgomery</b></p> |  |     |            |
| Remaining level of risk  | ALL SLT Consider level of risk following use of control measures   |     |            |
| HIGH   | MEDIUM   | LOW | NEGLIGIBLE |

# FCAT

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|---|---|------------|-------------------|
| Issue that could cause harm:  | Lack of social distancing and poor hygiene upon arrival and exit from school which could increase the risk and rate of transmission of coronavirus (COVID-19) |            |                   |
| Existing level of risk:   |   |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| How to manage it (control measures)   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls   |            |                   |
| <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 <b>now 85 hand sanitiser</b> 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). <b>There will be a maximum of 4 people at once in reception, not counting staff behind the counter.</b></p> <p>7. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.</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. <b>At the end of the day, parents should not be coming on site to pick up their son or daughter.</b></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 <b>CMO</b>  | Consider level of risk following use of control measures  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |

# FCAT

|   |  |            |            |
|---|--|------------|------------|
| Issue that could cause harm:  | Lack of social distancing and poor hygiene during break/ playtimes and lunchtimes which could increase the risk and rate of transmission of coronavirus (COVID-19) |            |            |
| Existing level of risk:   |  |            |            |
| <b>HIGH</b>   | 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"> <li>1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of students using them at any one time.</li> <li>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.</li> <li>3. The kitchen areas have been redesigned for safer service of more grab &amp; 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.</li> <li>4. Ensure that children and young people are in the same small groups at all times during the day, except the group in the Hall who will be split further for lunch/break. Different groups are not mixed during the day, or on subsequent days.</li> <li>5. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days. 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</li> <li>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 Netball courts and be kept from mixing. Some use of the field might be possible in dry weather.</li> <li>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.</li> <li>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.</li> <li>9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>10. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children.</li> <li>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.</li> <li>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').</li> <li>13. Ensure there are lidded bins in break/lunchtime areas for tissues and these are emptied throughout the day.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>17. Staff supervision throughout break/play and lunchtimes to actively encourage and insist on social distancing.</li> </ol> |  |            |            |
| Remaining level of risk <b>GSH/BGO</b>  | Consider level of risk following use of control measures   |            |            |
| <b>HIGH</b>   | MEDIUM   | <b>LOW</b> | NEGLIGIBLE |

# FCAT

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|---|---|------------|------------|
| Issue that could cause harm:  | Lack of social distancing and poor hygiene during staff break or lunch times which could increase the risk and rate of transmission of coronavirus (COVID-19) |            |            |
| Existing level of risk  |   |            |            |
| <b>HIGH</b>   | 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"> <li>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.</li> <li>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 work room so the staff room should not be busy.</li> <li>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</li> <li>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.</li> <li>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.</li> <li>6. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>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.</li> <li>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.</li> <li>9. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.</li> </ol> |   |            |            |
| Remaining level of risk <b>MTA</b>  | Consider level of risk following use of control measures  |            |            |
| HIGH  | MEDIUM  | <b>LOW</b> | NEGLIGIBLE |

# FCAT

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| Issue that could cause harm:  | Lack of social distancing in the corridors which could increase the risk and rate of transmission of coronavirus (COVID-19) |     |            |
| 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"> <li>1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time.</li> <li>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.</li> <li>3. Utilise other exit/entry points, where possible, to facilitate students from different groups not using the corridor at the same time</li> <li>4. Children and young people to walk single file on the corridor and consider having a member of staff at the front and back of the line to supervise and actively encourage and insist on social distancing.</li> <li>5. Use markers e.g. paint/tape on corridors at 2 metre intervals to encourage and maintain social distancing between children and adults.</li> <li>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.</li> <li>7. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>8. Display signage on corridors regarding social distancing to reinforce, encourage and promote this for children and staff.</li> <li>9. Staff supervision on corridors to actively encourage and insist on social distancing.</li> <li>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.</li> </ol> |   |     |            |
| Remaining level of risk ALL SLT   | Consider level of risk following use of control measures  |     |            |
| HIGH  | MEDIUM  | LOW | NEGLIGIBLE |

# FCAT

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| Issue that could cause harm:   | Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19) |     |            |
| 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"> <li>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.</li> <li>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. Catering staff will clean the dining hall tables and floors between each sitting.</li> <li>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. <b>See separate FCAT Cleaning Risk Assessment and FCAT Cleaning Protocol for Montgomery</b></li> <li>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.</li> <li>5. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.</li> <li>6. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide hand sanitiser.</li> <li>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.</li> <li>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').</li> <li>9. Ensure lidded bins in break/playtime/lunchtime areas for tissues which are emptied throughout the day.</li> <li>10. Display signage across school regarding handwashing to reinforce, encourage and promote this for staff and children.</li> <li>11. Full stock of soap and sanitiser to be maintained in school at all times.</li> <li>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.</li> <li>13. Learning planned where possible to allow resources to be shown on white board rather than printed and shared.</li> <li>14. Shared resources should not be taken home unless things such as textbooks are a long-term loan</li> <li>15. Only paper &amp; pens will be given out by staff and pens returned will not be used within the next 72 hours</li> <li>16. Some practical lessons can go ahead if equipment can be cleaned thoroughly and properly cleaned between different groups of children.</li> <li>17. Children keep to their desks when in the learning environment.</li> <li>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</li> </ol> |  |     |            |
| Remaining level of risk <b>AMO</b>   | Consider level of risk following use of control measures   |     |            |
| HIGH   | MEDIUM   | LOW | NEGLIGIBLE |



# FCAT

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| <b>Issue that could cause harm:</b>   |               | <b>Lack of cleaning which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>            |                   |
| <b>Existing level of risk</b>   |               |   |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Follow the COVID-19: cleaning of non-healthcare settings guidance</li> <li>2. School to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. 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.</li> <li>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.</li> <li>4. Shared materials and surfaces should be cleaned and disinfected more frequently if they are going to be used again the same day.</li> <li>5. PPE will be worn by all cleaning staff in accordance with COVID-19: cleaning of non-healthcare settings guidance.</li> <li>6. Remove soft furnishings that are hard to clean (such as those with intricate parts)</li> <li>7. Deep clean of the academy before wider re-opening.</li> <li>8. To ensure effective stock control and sufficient stock of cleaning materials, hygiene materials and PPE in line with cleaning schedule.</li> <li>9. Ensure there are lidded bins across school for tissues and these are emptied throughout the day.</li> <li>10. Extra cleaning staff have been appointed to maintain high standards of hygiene throughout the school day.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b> <b>ADO</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b>Issue that could cause harm:</b>   |               | <b>Risk of spreading virus due to close contact with parents / carers / visitors / contractors / children – 1:1 and restraint which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |                   |
| <b>Existing level of risk</b>   |               |  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |                   |
| <ol style="list-style-type: none"> <li>1. Seek expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. leading to the implementation of individual risk assessments.</li> <li>2. Reduced timetable/exclusion/inclusion considered if necessary to manage the behaviour of children and young people and to minimise risk to staff.</li> <li>3. Use of PPE where 2 metre distance cannot be maintained.</li> <li>4. Utilise glass/perspex screens at the reception desk and Student Services when used.</li> <li>5. A strong line will be taken on any student that has to be restrained or regularly misbehaves including exclusion where necessary.</li> </ol> |               |  |                   |
| <b>Remaining level of risk</b> <b>RHE</b>   |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

# FCAT

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|--|---------------|--|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>First Aid/Accident/Administering medicines/EHP/Personal Care which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |                   |
| <b>Existing level of risk:</b>   |               |  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls                                  |                   |
| <p>1. 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> |               |  |                   |
| <b>Remaining level of risk</b> <b>RWH</b>  |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

|  |               |  |                   |
|--|---------------|--|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>Safeguarding checking how the academy is safeguarding children and young people during the remaining partial closure of schools and in the wider opening.</b> |                   |
| <b>Existing level of risk</b>  |               |  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |                   |
| <p>1. 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> |               |  |                   |
| <b>Remaining level of risk</b> <b>GSH</b>  |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

# FCAT

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|---|---------------|---|-------------------|
| <b>Issue that could cause harm:</b>   |               | <b>Emotional distress of the children - including mental health conditions.</b>                                     |                   |
| <b>Existing level of risk</b>   |               |   |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>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.</li> <li>Consider phased returns for students anxious about returning to school and/or absent in the first few weeks of term.</li> <li>The academy will have a Attendance Strategy in place for September which will be shared with parents/carers before the start of term.</li> <li>Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school.</li> <li>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.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b> <b>GSH</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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

# FCAT

|  |   |            |                   |
|--|---|------------|-------------------|
| <b>Issue that could cause harm:</b>  | <b>Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children staff and family members.</b> |            |                   |
| <b>Existing level of risk</b>  |   |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls             |            |                   |
| <ol style="list-style-type: none"> <li>1. 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.</li> <li>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</li> <li>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.</li> <li>4. Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders respectively.</li> <li>5. 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).</li> <li>6. 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.</li> <li>7. 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.</li> <li>8. 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.</li> <li>9. 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.</li> <li>10. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ol> |   |            |                   |
| <b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>  |   |            |                   |
| <ol style="list-style-type: none"> <li>11. 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.</li> <li>12. Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders.</li> <li>13. FCAT still wishes to support staff in continuing to work from home, if able to do so, balancing this with increasing operational requirements.</li> </ol>  |   |            |                   |

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14. 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.
15. 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.
16. The government is currently undertaking an official review of whether factors including ethnicity can affect people's vulnerability to COVID-19. The government has said this is because a disproportionately higher number of people have died from COVID-19 from black, Asian and minority ethnic (BAME) backgrounds. As such the trust will undertake individual risk assessments for any staff who are within the high risk category and/or BAME background as outlined in bullet point 6 above.
17. Staff and children living with those that are clinically vulnerable can attend school and work with children or adults adhering to this risk assessment.

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

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|--|---------------|---|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>Staff health and wellbeing when working from home for which FCAT remains responsible for as the employer.</b>    |                   |
| <b>Existing level of risk</b>  |               |   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>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</li> <li>2. Encourage staff to undertake a workstation risk assessment and consider any equipment staff may require in order to work from home safely.</li> <li>3. Encourage staff to take short and regular rest breaks when using a computer screen.</li> <li>4. To encourage staff not to work excessively long hours and to take a lunch break.</li> <li>5. To promote the Team FCAT Work and Wellbeing Charter.</li> <li>6. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or <a href="mailto:teamfcatwellbeing.fcat.org.uk">teamfcatwellbeing.fcat.org.uk</a> monitored by HR daily.</li> <li>7. Ongoing signposting of staff to online/phone wellbeing support.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b> JHU   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

# FCAT

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|--|--|-----|------------|
| Issue that could cause harm:   | Lack of Social Distancing and poor hygiene in staff offices and meeting rooms which could increase the risk and rate of transmission of coronavirus (COVID-19) |     |            |
| Existing level of risk   |  |     |            |
| HIGH   | MEDIUM   | LOW | NEGLIGIBLE |
| How to manage it (control measures)  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |     |            |
| <ol style="list-style-type: none"> <li>1. Staff offices to be properly cleaned at the start and end of each day and surfaces (e.g. desks, door and window handles, light switches etc.) cleaned more regularly than normal throughout the day. <b>See separate FCAT Cleaning Risk Assessment and FCAT Cleaning Protocol for Montgomery</b></li> <li>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.</li> <li>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.</li> <li>4. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</li> <li>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).</li> <li>6. Provide hand sanitiser in offices and meeting rooms.</li> <li>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</li> <li>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.</li> <li>9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>10. Display signage in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.</li> <li>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.</li> <li>12. Use remote working tools to avoid in-person meetings.</li> <li>13. Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout.</li> <li>14. Avoiding transmission during meetings, for example avoiding sharing pens and other objects.</li> <li>15. Hold meetings outdoors or in well-ventilated rooms whenever possible.</li> </ol> |  |     |            |
| Remaining level of risk <b>EBE</b>   | Consider level of risk following use of control measures   |     |            |
| HIGH   | MEDIUM   | LOW | NEGLIGIBLE |

# FCAT

|   |   |            |                   |  |
|---|---|------------|-------------------|--|
| Issue that could cause harm:  | Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19) |            |                   |  |
| Existing level of risk  |   |            |                   |  |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |  |
| How to manage it (control measures)   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls                     |            |                   |  |
| <ol style="list-style-type: none"> <li>1. 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).</li> <li>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.</li> <li>3. Test and trace protocols will be applied in full</li> <li>4. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place.</li> <li>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. <b>This will be an office in their bubble block.</b> 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.</li> <li>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.</li> <li>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.</li> <li>8. Staff and parents/carers should be advised about testing for COVID-19 for keyworkers and children in school.</li> <li>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.</li> <li>10. All children with SEND (K Codes) in year groups who return will have a risk assessment carried out prior to their return to the academy.</li> <li>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 for 7 days and arrange to have a test. Other members of their household must isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>12. When the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</li> <li>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</li> <li>14. The academy will maintain records of pupils and staff in each group and further close contacts</li> <li>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</li> </ol> |   |            |                   |  |

# FCAT

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 7 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 other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

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

|  |  |  |                   |
|--|--|--|-------------------|
| <b>Issue that could cause harm:</b>  | <b>Travel to and from work/school for staff/children which could increase the risk and rate of transmission of coronavirus (COVID-19).</b> |  |                   |
| <b>Existing level of risk</b>  |  |  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>  | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls                        |  |                   |
| <p>1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel</p> <p>2. 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 when choosing to use public transport.</p> <p>3. Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.</p> <p>4. Encouraging staff to travel to work by personal vehicle, walk or cycle instead of using public transport. 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.</p> <p>5. Staff will be encouraged not to car share unless they live in the same household.</p> <p>6. Staff are to follow social distancing in the staff car park</p> |  |  |                   |
| <b>Remaining level of risk CMO</b>   |  | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>  | <b>LOW</b>   | <b>NEGLIGIBLE</b> |



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|  |               |  |                   |
|--|---------------|--|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>Communication failure with staff, parents, carers, children visitors, contractors, volunteers etc. which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |                   |
| <b>Existing level of risk</b>  |               |  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |                   |
| <ol style="list-style-type: none"> <li>1. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</li> <li>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)</li> <li>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).</li> <li>4. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.</li> <li>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 <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers.</a></li> <li>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.</li> <li>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.</li> <li>8. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</li> </ol> |               |  |                   |
| <b>Remaining level of risk</b> <b>SCA</b>  |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

# FCAT

|  |               |  |                   |
|--|---------------|--|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>Home-visits to children, parents and carers which could increase the risk and rate of transmission of coronavirus (COVID-19) e.g. delivery of food parcel to vulnerable family.</b> |                   |
| <b>Existing level of risk</b>  |               |  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |                   |
| <ol style="list-style-type: none"> <li>Home visits should be a last resort and alternative measures implemented firstly.</li> <li>Where a home visit is absolutely essential this must be agreed by the Headteacher and the member of staff must undertake the home visit on a volunteer basis only. No member of staff should be forced to undertake a home visit.</li> <li>A time for home visit should be pre-arranged between the school and the parent/carer.</li> <li>The member of staff should maintain a distance of 2 metres from any adult or child and must not enter the home.</li> <li>The member of staff should drive to the home, knock on the door, and for example leave the food parcel and return to their vehicle, locking the doors and drive away.</li> <li>Lone working arrangements should be implemented between the member of staff and a member of SLT (e.g. agreed appointment time for the visit, member of staff to call SLT to confirm they have safely completed the home visit).</li> <li>The member of staff must have business insurance for their personal vehicle.</li> <li>The school car cannot be used by more than 1 person unless left for 72 hours..</li> </ol> |               |  |                   |
| <b>Remaining level of risk</b> SCA/GSH   |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

|  |               |  |                   |
|--|---------------|--|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>Implementation of the Emergency Evacuation Procedure/ Emergency Plan which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |                   |
| <b>Existing level of risk</b>  |               |  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |                   |
| <ol style="list-style-type: none"> <li>Existing Academy Emergency Evacuation procedure to continue to be followed, however ensuring that a 2 metre social distance is possible at all times when evacuating the building and when congregating at the emergency evacuation point. 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.</li> <li>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.</li> <li>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.</li> </ol> |               |  |                   |
| <b>Remaining level of risk</b> ADO/SCA   |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

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|   |               |   |                   |
|---|---------------|---|-------------------|
| <b>Issue that could cause harm:</b>   |               | Premises statutory servicing, testing and monitoring not being completed resulting in legislative non-compliance and risk to health and safety of all groups. |                   |
| <b>Existing level of risk</b>   |               |   |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls   |                   |
| <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b> ADO  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

|   |               |  |                   |
|---|---------------|--|-------------------|
| <b>Issue that could cause harm:</b>   |               | 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) |                   |
| <b>Existing level of risk</b>   |               |  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls  |                   |
| <ol style="list-style-type: none"> <li>Academy Security Procedures</li> <li>Academy Opening and Closing procedures</li> <li>Academy Out of hours procedures</li> <li>Academy Lockdown policy (will be revised to reflect social distancing and new fire line locations assigned to student bubbles)</li> <li>Academy Emergency Plan (will be revised to reflect social distancing and new fire line locations assigned to student bubbles)</li> <li>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.</li> <li>CCTV</li> </ol> |               |  |                   |
| <b>Remaining level of risk</b> ADO  |               | Consider level of risk following use of control measures   |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |


# FCAT

|  |               |   |                   |
|--|---------------|---|-------------------|
| <b>Issue that could cause harm:</b>  |               | <b>Risk relating to education visits</b>  |                   |
| <b>Existing level of risk</b>  |               |   |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ul style="list-style-type: none"> <li>• We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li> <li>• In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.</li> <li>• Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> <li>• As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</li> <li>• 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.</li> <li>• Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits'.</li> </ul> |               |   |                   |
| <b>Remaining level of risk TBU</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |


# FCAT

## Authorisation by Risk Assessor and Headteacher

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

| <b>Name of assessor</b>   | <b>Signature of assessor</b>  | <b>Date</b>    |
|---|---|----------------|
| Stephen Careless<br><br>Gary Fletcher FCAT Health & Safety rep<br>& John Topping FCAT Premises will<br>assess the implementation of the Risk<br>Assessment on regular visits over the<br>remaining weeks of term. |  | 12th July 2020 |

|  |   |
|--|---|
| <b>Head teacher comments</b>   | Insert comments relevant to assessment as appropriate |
| <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Communication to all stake-holders will be key in putting this complex plan into place.</li><li>• 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 number increase in the first week.</li></ul> |   |

| <b>Name of Head teacher</b> | <b>Signature of Head teacher</b>  | <b>Date</b>    |
|-----------------------------|---|----------------|
| Stephen Careless            |  | 12th July 2020 |

|                                |   |
|--------------------------------|---|
| <b>Risk assessment reviews</b> | Set future review dates & sign/comment upon completion<br>After first full week back in September |
|--------------------------------|---|