

FCAT

Coronavirus (COVID-19) Implementing protective measures within FCAT

COVID-19 Risk Assessment

Academy	Montgomery Academy
Activity / Procedure	Managing the risk and rate of transmission of coronavirus (COVID-19) and variants Inc Lockdown, Closure, KVV, Students, Staff, Visitors and all Stakeholders. Operational Guidance from 6th April 2021
Assessment date	12th April 2021
Review date	To be reviewed and updated frequently in light of any updates to existing government guidance or any new guidance.

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

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

This risk assessment is completed based on the guidance and information available on the 12th April 2021. This Risk assessment will be updated to reflect any changes in published guidance.

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

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

(Updated 6th April 2021)

[Mass asymptomatic testing: schools and colleges - GOV.UK](#) (Updated 29th JANUARY 2021)

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

(Updated 1st April 2021)

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

<https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees>

FCAT

System of controls

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

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

Prevention

You must always:

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

In specific circumstances:

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

Response to any infection

You must always:

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

PROTECTIVE MEASURES AND CONTROLS

FCAT

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

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

FCAT

		<ul style="list-style-type: none"> • a window should be opened for fresh air ventilation if it is safe to do so • if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children’s social care settings guidance <p>In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.</p> <p>If a pupil in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home.</p> <p>The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children’s social care settings guidance.</p> <p>Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) • they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • they have tested positive from an LFD test as part of a community or worker programme <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p>
2	<p>Ensure face coverings are used in recommended circumstances</p>	<p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be</p>

FCAT

maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.

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

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

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

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

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

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

Exemptions

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

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

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

Access to face coverings

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

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

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

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

Safe wearing and removal of face coverings

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

Safe wearing of face coverings requires the:

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

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

FCAT

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

FCAT

6	between individuals and maintain social distancing wherever possible.	<p>(COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none">• pupil's ability to distance• layout of the building• feasibility of keeping distinct groups separate while offering a broad curriculum <p>How to group children</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none">• transmission risks• the numbers of pupils and staff who need to self-isolate <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Using small groups can:</p> <ul style="list-style-type: none">• restrict the normal operation of education• present educational and logistical challenges <p>You will need to consider:</p> <ul style="list-style-type: none">• the cleaning and use of shared spaces, such as:<ul style="list-style-type: none">o playgroundso boarding houseso dining hallso toilets• the provision of specialist teaching and therapies <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none">• specialist teaching• wraparound care• transport• boarding pupils who may be in one group residentially and another during the school day <p>Siblings may also be in different groups.</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p> <p>Measures within the classroom</p>
---	--	--

FCAT

Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.

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

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

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

Measures elsewhere

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

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

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

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

Measures for arriving at, and leaving the setting

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

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

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

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

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

Travelling to the setting

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

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

FCAT

minimised where possible and practical.

People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.

Other considerations

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

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

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

Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on supporting pupils at school with medical conditions.

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

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

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

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

Equipment

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

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

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

FCAT

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

FCAT

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

FCAT

		<ul style="list-style-type: none"> • provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace <p>Polymerase Chain Reactions (PCR) tests for symptomatic testing Booking a polymerase chain reaction (PCR) test through 119 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit. Polymerase Chain Reaction (PCR) tests contingency supply Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived. Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere. You will need to decide how to prioritise the distribution of your test kits. These kits can be given directly to:</p> <ul style="list-style-type: none"> • staff • parents collecting a pupil who has developed symptoms at school <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19). Further information on test kits for schools and further education providers is available. Ask parents and staff to inform you as soon as they get their results. NHS COVID-19 app The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate. This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features. Staff members are also able to use the app. The guidance for schools and further education colleges in England provides information about how the app works and guidance for its use within schools in England.</p>
11	<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice. The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p>

FCAT

Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
 - o face-to-face contact including being coughed on or having a face-to face conversation within 1 metre
 - o been within 1 metre for 1 minute or longer without face-to-face contact
 - o sexual contacts
 - o been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
 - o travelled in the same vehicle or a plane

The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. You do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.

A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection

You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with self isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete. Further guidance is available on testing and tracing for coronavirus (COVID-19).

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

FCAT

From 11 January, we asked you to resume completing a educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools. See guidance on how to submit the educational settings status form for more information.

Test and Trace Support Payments

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

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

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

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

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

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

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

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

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

FCAT

		<p>and Trace Support Payment scheme is available.</p> <p>Schools should provide parents and carers of children advised to self-isolate with the template letter, detailing the child's name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment scheme. Parents whose children are told to self-isolate by their school will not be able to apply for financial support without a letter.</p> <p>When a parent or guardian applies to the Test and Trace Support Payment scheme because they need to care for a child who is self-isolating, their local authority will be required to contact their child's school via phone or email to verify information about the child. This includes the child's name, age and dates of self-isolation. This is a standard check against fraudulent claims, and may take place before or after a payment is made.</p> <p>You will only be asked to share information on children whose parents have made an application to their local authority for the Test and Trace Support Payment scheme. You may wish to update your data privacy notice to reflect this</p>
12	<p>Contain any outbreak by following PHE local health protection team advice</p>	<p>If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p> <p>Admitting children and staff back to the school</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice. You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation. In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>

FCAT

Further Controls ref Government announcement on 4th January 2020 Lockdown and from student return wb 8.03.21

Issue:1		Mass asymptomatic Lateral Flow Device (LFD) testing	
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>Follow Government guidance on further control measures. Schools coronavirus (COVID-19) operational guidance February 2021 COVID-19 National Testing Programme: 'How to Guide' etc at Resources - Google Drive</p> <p>General strategy:</p> <ul style="list-style-type: none"> • The asymptomatic testing programme does not replace the current testing policy for those with symptoms • Graduated return of year groups from 8/03/21 (M-11,T-10,W-7,Th-8,F-9) • Groups coming in for testing use separate (bike sheds) entrance • Process shared clearly with staff and students/parents • Testing in Sports hall with the main hall used as a holding area whilst awaiting test results (for 1st test) • All students offered 3 tests from wb 8.03.21 with 3-5 day intervals between testing school • Staff to be provided with twice a week at home. • Students/families to be provided with LFD test kits to self-swab and test themselves from wb 21/03.21 • Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed • 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 • Staff or pupils with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance and will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home • The Academy will retain a small on-site ATS on site to offer testing to pupils who are unable or unwilling to test themselves at home. • Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing. <p>Reception:</p> <ul style="list-style-type: none"> • 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>Process:</p> <ul style="list-style-type: none"> • One-way system • Additional timers purchased for test accuracy • Designed bespoke tube holders to ensure smooth processing • Private booths with wipeable surfaces <p>Result:</p> <ul style="list-style-type: none"> • Additional group text with result to complement NHS contact <p>Waste:</p> <ul style="list-style-type: none"> • All hazardous waste is removed by a certified contractor. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue:		COVID-19 spreading in the school community		
Existing level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> Schools following government recommended control measures set out in the school's protective measures risk assessment. Staff results will be recorded on the NHS Test & Trace website as per guidance.. Staff or pupils testing positive with LFD test are now advised to start their period of self-isolation (10 days). They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures. Testing is not mandatory for staff or students and they do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged. The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines 				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

Issue:		Regular communication to staff		
Existing level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> A designated email address covidtesting@montgomery.fcat.org.uk has been set up for communication to staff regarding LFD testing, such as timings of sessions and advice. Staff can also email this address if they have any questions or concerns. Covid Co-ordinator: Estelle Bellamy (SLT/FCAT Director of English) Regular communication through HT email briefings 				
Remaining level of risk		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

FCAT

Issue:	Tests to be stored correctly and testing managed in a safe way		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> • All staff trained associated with testing training in storage of tests& their management • Tests to be kept securely in back site office to prevent unauthorized access • Not be stored outside. Stored in a cool, dry place. Test kits will be stored in a temperature between 2 and 30 degrees. • The kits should be used at room temperature (15 to 30 degrees). If the kit has been stored in a cool area less than 15 degrees, leave it at normal room temperature for 30 minutes before using. • Enough space for social distancing • When testing is being conducted staff should <ul style="list-style-type: none"> - wear appropriate face covering at all times - hand sanitise before registering, before being tested and before leaving the testing station. - maintain 2m from other staff coming to be tested 			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue:	Low uptake on taking tests		
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> • Tests are optional and are not mandatory. Staff to opt in after they have read key information and privacy notice to understand data protection for testing. • Staff are able to ask key questions about the testing using covidtesting@montgomery.fcat.org.uk email address. • Staff and students actively encouraged to undertake testing to allow for reassurances wherever possible for staff on site. 			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

Issue that could cause harm:	Swabs are taken incorrectly causing a false reading or cause contamination		
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> • Schools following government control measures. 			

FCAT

- Covid Coordinator has undertaken relevant training and ensured that other staff conducting the registering, swabbing, processing and recording have completed the equivalent online training.
- Instructions dated 15th January 2021 to be issued alongside the kits and staff informed that the old instructions which are contained in box must be recycled
- Test conducted on a dry, clean, flat surface.
- Hands washed or sanitiser before taking the test.
- Online information, training and webinars available. Video available on how to take your own test..
- Regular communication with staff and students about the testing process.
- If the test is void, take another test. If 2 void results in a row, a PCR test should be taken.
- If a number of tests give a void result, unclear results or leaking/damaged tubes should be recorded and escalated to the PHE helpline
- Covid Coordinator to be responsible for incident reporting on a school wide issue:

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

ACTIONS

On 2 February the guidance included changes on:

GREEN - No Action required

AMBER - Action may be Required / Referenced / Updated in your main Risk Assessment

• The introduction, in light of the announcement that most pupils will continue to be remotely educated after the February half term

• System of controls – confirmation it is still the right set of measures for the current new variants of coronavirus (COVID-19)

• System of controls – reordering to make clear importance of ventilation

• System of Controls - changes to wording on isolation rules

• System of controls – confirmation of position on face coverings in primary schools

• System of controls – reminder of importance of parents understanding drop off and pick up processes

• System of controls - more information on use of lateral flow tests (This should be in your controls and procedures)

• System of controls – update of definition of close contact System of Controls - Test and Trace Support Payments

Test and Trace Support Payments

FCAT

There may be individuals working in schools, such as supply staff, where when asked to self-isolate, are unable to work from home and will lose income as a result of self isolating. These individuals may be entitled to a Test and Trace Support Payment of £500, payable as a lump sum from local authorities, to ensure they are able to play their part in controlling the virus by isolating at home.

We anticipate that schools' permanent staff will either be working from home, or they will continue to be paid during periods of self-isolation following an outbreak in the school setting. Schools can help temporary staff to work from home if they choose, and in those cases will be continuing to pay them. This support is only for the temporary staff who schools decide not to engage in home working and who are not being paid during self isolation. To be eligible for a Test and Trace Support Payment, the individual must be living in England, meet the eligibility criteria and be formally advised to self-isolate by NHS Test and Trace, who will provide the individual with an NHS Test and Trace Account ID. Where individuals have been asked to self-isolate by the school they are currently working in, the school should provide the individual's personal details to NHS Test and Trace to allow them to provide the individual with an NHS Test and Trace Account ID, which will allow them to apply for a Test and Trace Support Payment from their Local Authority.

To support this, the Department for Health and Social Care has launched the Selfisolation Service Hub (020 3743 6715), a phone line open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who has been asked to self-isolate.

The process is as follows:

- 1. The school learns of a positive test for an individual within the school.*
- 2. A staff member at the school should speak with the person(s) who have receive a positive test and note their NHS Test and Trace Account Number.*
- 3. The school determines which staff should self-isolate and inform the individuals.*
- 4. The school should collate the contact details of these individuals.*
- 5. A staff member at the school contacts the self-isolation hub on 020 3743 6715 and provide the hub with*
 - a. The NHS Test and Trace Account ID of the individual who has tested positive for COVID-19*
 - b. The contact details of the individuals who have been asked to self-isolate.*
- 6. NHS Test and Trace will then contact the individuals to formally advise them of their need to self-isolate and provide them with an NHS Test and Trace Account ID.*
- 7. Individuals who are not able to work from home and who are not being paid may claim for a self-isolation payment through their local authority.*

• Recruitment – recommendation that schools avoid face to face interviews

As DfE guidance advises limiting the number of visitors, we recommend schools consider a flexible approach to interviews, with alternative options to face to face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely. There is also advice that can be sent to candidates on how to prepare for remote interviews.

• Free schools meals – confirmation of latest position

Schools should also continue to provide free school meal support to pupils who are eligible for benefits related to free school meals and who are learning at home during term time. Extra funding will be provided to support schools to provide lunch parcels or locally arranged vouchers to eligible children. Schools are also able to order vouchers via the national voucher scheme. See more information on Providing school meals during the coronavirus (COVID-19) outbreak. Families in

FCAT

need of support during the half term break should contact their local authority in order to access help through the Covid Winter Grant Scheme.

• Estates – advice on maintaining any mechanical ventilation systems

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)

• Extra-curricular provision

Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. This includes for February half term for children of critical workers and/or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance.

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

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

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

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

• Physical activity in schools – additional guidance

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

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

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

Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used by schools in line with government guidance for the use of, and travel to and from, those facilities.

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

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

Refer to:

FCAT

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

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

• Remote education – vulnerable children who have difficulty engaging in remote education

Some pupils who have difficulty engaging in remote education may be considered to be vulnerable children and therefore eligible to attend provision. It is up to the child's education provider or local authority to make this decision based on the needs of the child and their family, and a range of other factors, as set out in the guidance

• Catch up – confirmation of additional funding to extend the programme

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, and 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

FCAT

Issue that could cause harm:	Lack of social distancing and poor hygiene upon arrival and exit from school which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. This will be communicated via text/email/Expressions/website and signage on the front doors. 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.). 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. 4. Staff to sanitise hands on each and every entry and exit from the building. 5. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. 6. 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. . 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. 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.). 9. Implement staggered drop off and pick up times for different groups of children. 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. 11. Staff supervision throughout drop off/pick up to encourage and insist on social distancing. 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. 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'). 14. Ensure there are lidded bins for tissues and these are emptied throughout the day. 			
Remaining level of risk CMO	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:	Lack of social distancing and poor hygiene during break/ playtimes and lunchtimes which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<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 students using them at any one time. 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. 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. 4. Ensure that children and young people are in the same small groups at all times during the day.. 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 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. 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. 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 outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children. 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. 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'). 13. Ensure there are lidded bins in break/lunchtime areas for tissues and these are emptied throughout the day. 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. 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. 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. 17. Staff supervision throughout break/play and lunchtimes to actively encourage and insist on non-contact. 			
Remaining level of risk GSH/BGO		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:		Lack of social distancing and poor hygiene during staff break or lunch times which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk				
HIGH		MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> Staff room to be properly cleaned at the start and end of each day and surfaces cleaned more regularly than normal throughout the day. 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. 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 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. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. 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. 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. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff. 				
Remaining level of risk MTA		Consider level of risk following use of control measures		
HIGH		MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:		Lack of social distancing in the corridors which could increase the risk and rate of transmission of coronavirus (COVID-19)	
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Stagger break 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

FCAT

Issue that could cause harm:	Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)			
Existing level of risk:				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> 1. Learning environments to be properly cleaned 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. 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. 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 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. 5. Shared materials and surfaces should be cleaned and disinfected more frequently than normal. 6. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide hand sanitiser. 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. 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'). 9. Ensure lidded bins in break/playtime/lunchtime areas for tissues which are emptied throughout the day. 10. Display signage across school regarding handwashing to reinforce, encourage and promote this for staff and children. 11. Full stock of soap and sanitiser to be maintained in school at all times. 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. 13. Learning planned, where possible, for resources to be shown on white board rather than printed and shared. 14. Shared resources should not be taken home unless things such as textbooks are a long-term loan 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. 16. Some practical lessons can go ahead if equipment can be cleaned thoroughly and properly cleaned between different groups of children. 17. Children keep to their desks when in the learning environment. 18. Full uniform is expected as students (though there has been some flexibility for days when students have PE with associated costs and supply during lockdowns) will be mixing in their own year group bubble only and social distancing should be maintained between staff and students 				
Remaining level of risk AMO	Consider level of risk following use of control measures			
HIGH	MEDIUM	LOW	NEGLIGIBLE	

FCAT

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	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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

FCAT

Issue that could cause harm:		First Aid/Accident/Administering medicines/EHP/Personal Care which could increase the risk and rate of transmission of coronavirus (COVID-19)	
Existing level of risk:			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 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. 2. Ensure FCAT First Aid, Accident Administering medicines and EHP Policies are followed. 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 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. 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. 6. Full and complete stock of PPE on site at all times. 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. 			
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	
<ol style="list-style-type: none"> 1. All academy safeguarding procedures and reporting mechanisms operate in full and in the usual way. Any safeguarding concerns will be reported, recorded, managed and referred as appropriate, using existing procedures as set out in the FCAT Safeguarding and Child Protection Policy. 2. 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. 			
Remaining level of risk GSH		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:		Emotional distress of the children - including mental health conditions.	
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 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 teamfcatswellbeing.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

FCAT

Issue that could cause harm:	Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children staff and family members.		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 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 31 March 2021, 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 31 March 2021, 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 31st March 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			
<ol style="list-style-type: none"> 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. 			

FCAT

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 31st March following a review of their individual risk assessment 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 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	
<ol style="list-style-type: none"> 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 Encourage staff to undertake a workstation risk assessment and consider any equipment staff may require in order to work from home safely. Encourage staff to take short and regular rest breaks when using a computer screen. To encourage staff not to work excessively long hours and to take a lunch break. To promote the Team FCAT Work and Wellbeing Charter. 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. 			
Remaining level of risk JHU		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:		Lack of Social Distancing and poor hygiene in staff offices and meeting rooms which could increase the risk and rate of transmission of coronavirus (COVID-19)	
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<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. Face coverings are mandatory when 2 or more colleagues are in an office area unless this is a large office. 4. Ensure a 2-metre distance between staff work spaces. Use markers e.g. paint/tape in the office at 2 metre intervals to encourage and maintain social distancing. 5. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible. 6. Reducing the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others). 7. Provide hand sanitiser in offices and meeting rooms. 8. Staff asked to clean hands upon arrival and exit from the office and regularly throughout the day - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered 9. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. 10. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units 11. Display signage in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff. 12. 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. 13. Use remote working tools to avoid in-person meetings, unless sufficient social distancing can be maintained throughout in a well ventilated space. 14. Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout. 15. Avoiding transmission during meetings, for example avoiding sharing pens and other objects. 16. 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

FCAT

Issue that could cause harm:	Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19)			
Existing level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> 1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection). 2. If anyone becomes unwell with a new, continuous cough, 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 of 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. 				

FCAT

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 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

FCAT

Issue that could cause harm:		Communication failure with staff, parents, carers, children visitors, contractors, volunteers etc. which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. 2. Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 3. Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). 4. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely. 5. Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers. 6. Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. 7. Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers. 8. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. 				
Remaining level of risk SCA		Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE	

FCAT

Issue that could cause harm:		Home-visits to children, parents and carers which could increase the risk and rate of transmission of coronavirus (COVID-19) e.g. delivery of food parcel to vulnerable family.	
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> Home visits should be a last resort and alternative measures implemented firstly. Where a home visit is absolutely essential this must be agreed by the 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. A time for home visit should be pre-arranged between the school and the parent/carer. The member of staff should maintain a distance of 2 metres from any adult or child and must not enter the home. Extra precautions such as face masks/visors will be supplied if the member of staff requests them 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. Lone working arrangements should be implemented between the member of staff and a member of SLT (e.g. agreed appointment time for the visit, member of staff to call SLT to confirm they have safely completed the home visit). The member of staff must have business insurance for their personal vehicle. 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	
<ol style="list-style-type: none"> 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. Existing Academy Emergency Plan to be followed in the event of loss of electrical power, loss of water supply, loss of communications, intruder etc. however ensuring that a 2 metre social distance is possible at all times. To review any Personal Emergency Evacuation Plans (PEEP) for staff and children to ensure that control measures are implemented to minimise the risk and rate of transmission of coronavirus (COVID-19) between an individual and the adult facilitating the emergency evacuation. 			
Remaining level of risk ADO/SCA		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

Issue that could cause harm:		Premises statutory servicing, testing and monitoring not being completed resulting in legislative non-compliance and risk to health and safety of all groups.	
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 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. 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	
<ol style="list-style-type: none"> Academy Security Procedures Academy Opening and Closing procedures Academy Out of hours procedures Academy Lockdown policy (will be revised to reflect social distancing and new fire line locations assigned to student bubbles) Academy Emergency Plan (will be revised to reflect social distancing and new fire line locations assigned to student bubbles) 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. CCTV 			
Remaining level of risk ADO		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

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	
<ul style="list-style-type: none"> • We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. • Schools can resume non-overnight domestic educational visits from 12th April 2021. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. • Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. • As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. • As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. • Schools should consult the health and safety guidance on educational visits when considering visits'. 			
Remaining level of risk TBU		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

FCAT

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
Stephen Careless 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		12 th April 2021

Head teacher comments	Insert comments relevant to assessment as appropriate
<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. 	

FCAT

Name of Head teacher	Signature of Head teacher	Date
Stephen Careless		12 th April 2021

Risk assessment reviews	Set future review dates & sign/comment upon completion May 17 th (next stage of National Roadmap of lifting restrictions) Previous Review dates 7/9/20 14/9/20 21/9/20 4/11/20 4/01/21 5/03/21
--------------------------------	---

Appendix 1 - Face Coverings Policy

FCAT Protocols for the use of face coverings 14.1.2021

- This protocol is based on the most recent Government guidance and risk assessments and has been updated in line with the new national lockdown and in particular the new, more transmissible COVID-19 variant.
- This guidance applies to secondary aged students and to all FCAT staff.
- All face coverings worn in school must be of a plain colour.
- The Fylde Coast Academy Trust will require the use of face coverings to be worn by all secondary students whilst **indoors** with the following limited exceptions: -
 - Canteens (whilst eating only)
 - When engaging in speech and language interventions at which point a screen **must** be in place between the student and the colleague providing the intervention.
 - Face coverings may be removed briefly if a student is responding verbally to a question from a teacher during a lesson. They must be replaced as soon as the question is asked/answered.
- The Fylde Coast Academy Trust will not require the use of face coverings to be worn by primary students, although some may wish to wear them.
- The Fylde Coast Academy Trust will require the use of face coverings to be worn by all staff in areas **indoors**. The following additional guidelines apply: -
 - Face coverings do not need to be worn in staff rooms or other spaces whilst eating
 - In a classroom when delivering a lesson all adults must wear a face covering **or** a visor **or** teach

FCAT

from behind a perspex screen. If staff are concerned with students seeing their mouths (particularly important for speech and language/phonics) a visor should be used. This will not apply in primary only settings following a decision made on Thursday 14 January.

- Whilst working in an office environment alone, face coverings do not need to be worn but should be replaced when another colleague comes into the room.
- Staff working in shared offices should wear face coverings unless they are working behind a perspex screen which protects them and others.
- Staff working in the main reception should wear face coverings unless they are working alone
- When in meetings with parents, other staff or visitors staff should wear face coverings unless protective screens are in place.

With all of the above, we need to show some common sense, for example two staff working in a very large office or classroom would not need to wear face coverings if they are socially distanced much greater than 2 metres.

Other protocols for the use of face coverings

- Schools must remind all students and staff about the importance of hygiene matters relating to the use of face coverings and the guidance regarding safe removal of face coverings and hand washing. Students and staff should be encouraged to have personal supplies of hand sanitizer.
- Schools will have a stock of disposable face coverings.
- Some staff and children will be exempt, they are not required by law to have any evidence or proof of this and the word of a child, parent or a member of staff will be accepted, however, parents will be required to discuss this with their Head of Year. Staff should discuss this with their Headteacher and it will be reflected in Individual risk assessments.

FCAT has moved further on this than most employers and is seeking to support staff and students in the best way possible, whilst recognising guidance is different in primary and secondary settings.

The protocol is constantly under review, but will particularly be reviewed if National Lockdown restrictions are lifted.

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>