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

### COVID-19 Risk Assessment

<b>Academy</b>	Unity Academy
<b>Activity / Procedure</b>	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
<b>Assessment date</b>	12th April 2021
<b>Review date</b>	To be reviewed and updated frequently in light of any updates to existing government guidance or any new guidance.

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

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

***This risk assessment is completed based on the guidance and information available on the 26th March 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 06th 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 01st April 2021)

[Safe working in education, childcare and children's social care](#) (01st MARCH 2021)

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## System of controls

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

[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.

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## PROTECTIVE MEASURES AND CONTROLS

This outlines the key protective measures the academy will take to deliver the essential controls identified 22nd February 2021 and Operational Guidance (From 8th March 2021)

Further controls are set out in this risk assessment.

No.	Control	Actions
1	<p><b>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</b></p>	<p>When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test</li> </ul> <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"> <li>• the start of their symptoms</li> <li>• 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)</li> </ul> <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"> <li>• must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>• advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> <li>• advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)</li> </ul> <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,</p>

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who must be made aware that the individual has tested positive or is displaying symptoms.

If a pupil is awaiting collection:

- they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required
- a window should be opened for fresh air ventilation if it is safe to do so
- if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people
- if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else
- personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance

In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.

If a pupil in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home.

The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children's social care settings guidance.

Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
- they have tested positive from an LFD test as part of a community or worker programme

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the

risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.

If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.

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2	<p><b>Ensure face coverings are used in recommended circumstances</b></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 maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p><b>Exemptions</b></p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> <li>• cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</li> <li>• speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>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.</p> <p><b>Access to face coverings</b></p> <p>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.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> <li>• are struggling to access a face covering</li> <li>• are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>• have forgotten their face covering</li> </ul> <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p>

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		<p>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:</p> <ul style="list-style-type: none"> <li>• cleaning of hands before and after touching – including to remove or put them on</li> <li>• safe storage of them in individual, sealable plastic bags between use</li> </ul> <p>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 covering to wear if their face covering becomes damp during the day.          You must instruct pupils to:</p> <ul style="list-style-type: none"> <li>• not touch the front of their face covering during use or when removing it</li> <li>• dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)</li> <li>• place reusable face coverings in a plastic bag they can take home with them</li> <li>• wash their hands again before heading to their classroom</li> </ul>
<p><b>3</b></p>	<p><b>Ensure everyone is advised to clean their hands thoroughly and more often than usual</b></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"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.          Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.          Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.          Continue to help pupils with complex needs to clean their hands properly.          Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul>
<p><b>4</b></p>	<p><b>Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach</b></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.          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</p>

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		pupils face-to-face education.
5	<b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants / detergents</b>	In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include: <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• cleaning toilets regularly</li> <li>• encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>• if your site allows it, allocating different groups their own toilet blocks</li> </ul> PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.
6	<b>Minimise contact between individuals and maintain social distancing wherever possible.</b>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (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"> <li>• pupil’s ability to distance</li> <li>• layout of the building</li> <li>• feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p><b>How to group children</b></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"> <li>• transmission risks</li> <li>• the numbers of pupils and staff who need to self-isolate</li> </ul> <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. Using small groups can:</p> <ul style="list-style-type: none"> <li>• restrict the normal operation of education</li> <li>• present educational and logistical challenges</li> </ul> <p>You will need to consider:</p> <ul style="list-style-type: none"> <li>• the cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> <li>o playgrounds</li> <li>o boarding houses</li> <li>o dining halls</li> <li>o toilets</li> </ul> </li> <li>• the provision of specialist teaching and therapies</li> </ul> <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</p>

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possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.

Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.

You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:

- specialist teaching
- wraparound care
- transport
- boarding pupils who may be in one group residentially and another during the school day

Siblings may also be in different groups.

All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.

## **Measures within the classroom**

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

they are in face-to-face contact lowers the risk of transmission. There is strong public

health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.

Ideally, adults should maintain 2 metre distance from each other and from children.

We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care

support for these pupils as normal, with other increased hygiene protocols in place to

minimise the risk of transmission.

Where possible, for example with older pupils with less complex needs who can 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.

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## **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 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.

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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:

- clean it before it is moved between bubbles
- allow them to be left unused for a period of 48 hours (72 hours for plastics)

You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:

- restricted to one user
- left unused for a period of 48 hours (72 hours for plastics) between use by different individuals

Outdoor playground equipment should be more frequently cleaned than normal.

This

also applies to resources used inside and outside by wraparound care and out-of-school settings providers.

Pupils should limit the amount of equipment they bring into school each day, including essentials such as:

- lunch boxes
- hats and coats
- books
- stationery
- mobile phones

Bags are allowed.

Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

## **Parent pick-up and drop-offs**

We know that travel to school patterns differ greatly. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.

Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour.

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		<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><b>Keep occupied spaces well ventilated</b></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. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance 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</li> <li>• natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>
8	<p><b>Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</b></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. 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"> <li>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing aerosol generating procedures (AGPs)</li> </ul> <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,</p>

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		<p>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"> <li>• when and how PPE should be used</li> <li>• what type of PPE to use</li> <li>• how to source it</li> </ul>
9	<b>Promote and engage in asymptomatic testing, where available</b>	<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"> <li>• Primary schools, school-based nurseries and maintained nursery schools</li> <li>• Secondary schools and colleges</li> <li>• Specialist settings</li> </ul>
10	<b>Promote and engage with the NHS Test and Trace process</b>	<p>Staff members, parents and carers will need to:</p> <ul style="list-style-type: none"> <li>• book a test if they or their child has symptoms - the main symptoms are: <ul style="list-style-type: none"> <li>o a high temperature</li> <li>o a new continuous cough</li> <li>o a loss or change to your sense of smell or taste</li> </ul> </li> <li>• self-isolate immediately and not come to school if: <ul style="list-style-type: none"> <li>o they develop symptoms</li> <li>o they have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> <li>o anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>o they are required to do so having recently travelled from certain other countries</li> <li>o they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> </ul> </li> <li>• 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</li> </ul> <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.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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"> <li>• staff</li> <li>• parents collecting a pupil who has developed symptoms at school</li> </ul> <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If</p>

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		<p>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.</p> <p>Ask parents and staff to inform you as soon as they get their results.</p> <p>NHS COVID-19 app</p> <p>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.</p> <p>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.</p> <p>Staff members are also able to use the app.</p> <p>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><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></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.</p> <p>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.</p> <p>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> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• 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:             <ul style="list-style-type: none"> <li>o face-to-face contact including being coughed on or having a face-to face conversation within 1 metre</li> <li>o been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>o sexual contacts</li> <li>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)</li> <li>o travelled in the same vehicle or a plane</li> </ul> </li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend 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</p>

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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**

From 11 January, we asked you to resume completing an 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.

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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 and Trace Support Payment scheme is available.

Schools should provide parents and carers of children advised to self-isolate with the template letter, detailing the child's name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment scheme. Parents whose children are told to self-isolate by their school will not be able to apply for financial support without a letter.

When a parent or guardian applies to the Test and Trace Support Payment scheme because they need to care for a child who is self-isolating, their local authority will be required to contact their child's school via phone or email to verify information about the child. This includes the child's name, age and dates of self-isolation. This is a standard check against fraudulent claims, and may take place before or after a payment is made.

You will only be asked to share information on children whose parents have made an application to their local authority for the Test and Trace Support Payment scheme. You may wish to update your data privacy notice to reflect this

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<b>12</b>	<b>Contain any outbreak by following PHE local health protection team advice</b>	<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><b>Admitting children and staff back to the school</b></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>
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# FCAT

## RA for LFD testing at Blackpool Unity Academy

### **Asymptomatic testing Coronavirus (COVID-19) asymptomatic testing in schools**

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.

**Secondary age pupils and school staff** will be tested at home, following the first 3 onsite tests).

Once pupils have been tested 3 times at school, they will be provided with home test kits for regular testing.

Testing remains voluntary but will be strongly encouraged.

Secondary school pupil testing on site will be offered from 8 March.

Testing and the return of pupils will be phased during the first week to manage the number of pupils passing through the test site at any one time.

3 Tests will be offered, 3 to 5 days apart.

Priority will be given to vulnerable children, children of critical workers, and year groups 10 and 11.

Pupils will return to face-to-face education following their first negative test result.

Pupils not undergoing testing will attend school in line with your phased return arrangements.

Individuals with a positive LFD test result will need to self-isolate in line with guidance for households with possible coronavirus infection.

Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact) and should continue to apply the measures in the system of controls to themselves and the wider school setting.

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.

Pupils and staff in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home.

Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit.

Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.

Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary.

Children aged 11 attending a secondary school should be tested by an adult.

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. Those with a negative LFD test result can continue to attend school and use protective measures.

**Primary school staff** will test with LFDs twice a week at home.

**Primary age pupils** will not be tested with LFDs.

Testing is voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person.

### **Symptomatic testing**

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.

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Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus. It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment.

<b>Issue: 1</b>		COVID-19 spreading in the school community		
<b>Existing level of risk</b>				
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> <li>Schools following government recommended control measures set out in the school's protective measures risk assessment.</li> <li>At Blackpool Unity Academy, mass testing of staff will take place twice a week in school. These tests are to be taken 3-4 days apart.</li> <li>Tests to be taken before staff come into work.</li> <li>Staff results sent to a specific Unity email and to be recorded on a staff register and recorded by the person online. This will support identifying staff with positive results for contact tracing and managing stock and distribution.</li> <li>Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus. They will then follow the current government guidelines.</li> <li><b>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</b></li> <li><b>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</b></li> </ul>				
<b>Remaining level of risk</b>		Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	

<b>Issue: 2</b>		Regular communication to staff		
<b>Existing level of risk</b>				
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> <li>Information booklet given to staff including:             <ul style="list-style-type: none"> <li>what rapid testing is, about using the how to guide and the video content available</li> <li>the requirement for them to report their test results.</li> <li>the process and who to contact if they have an incident while testing at home.</li> </ul> </li> <li>Covid Co-ordinator: Russ Bradshaw (Deputy Headteacher)</li> <li>Covid Registration Assistant: Karen Langford</li> </ul>				

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Staff will need to sign for their test kits and the lot number will be recorded against their name. Staff will collect their first set of tests in a staggered way and provide other relevant information at the time of collection.

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

**Issue: 3** Tests to be stored correctly and collection managed in a safe way

<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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

- Tests to be kept securely in back office to prevent unauthorized access (apart from Friday 22<sup>nd</sup> January where they will be made available to all staff in the hall)
- Not be stored outside. Stored in a cool, dry place. Test kits will be stored in a temperature between 2 and 30 degrees.
- The kits should be used at room temperature (15 to 30 degrees). If the kit has been stored in a cool area less than 15 degrees, leave it at normal room temperature for 30 minutes before using.
- Enough space for social distancing will be allowed when giving out tests.
- Tests will be signed out and linked to a lot number and a form to sign will be made available as part of self-service. When collecting staff should
  - wear appropriate face covering at all times
  - hand sanitise before collecting and signing
  - maintain 2m from staff coming to collect their test

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

**Issue: 4** Staff reporting results

<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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

- Void, double void and positive results are communicated to the school once the test is completed.
- A negative test is assumed by 9am on report days if no result is given
- Staff must report their result online as per the instructions as soon as the test is completed either online or by telephone as per the instructions in the home test kit.
- **Staff with a positive LFD test result will need to self-isolate in line with the [stay-at-home guidance](#). They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. Staff with a negative LFD test result can continue to attend school or nursery and use protective measures.**

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

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<b>Issue: 5</b>		Low uptake on taking tests		
<b>Existing level of risk:</b>				
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff are able to ask key questions about the testing using the anonymous Google Forms or by emailing line managers.</li> <li>• Staff actively encouraged to undertake testing to allow for reassurances wherever possible for staff on site.</li> </ul>				
<b>Remaining level of risk</b>		Consider the level of risk following use of the above control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	

<b>Issue that could cause harm: 6</b>		Swabs are taken incorrectly causing a false reading or cause contamination		
<b>Existing level of risk:</b>				
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ul style="list-style-type: none"> <li>• Schools following government control measures.</li> <li>• Covid Coordinator has undertaken relevant training and informed staff of how to access the portal/training videos/documents prior to taking part in the community testing scheme.</li> <li>• 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</li> <li>• Test conducted on a dry, clean, flat surface.</li> <li>• Hands washed or sanitiser before taking the test.</li> <li>• Online information, training and webinars available. Video available on how to take your own test.</li> <li>• Information with the kits to be followed.</li> <li>• Regular communication with staff about the testing process.</li> <li>• If the test is void, take another test. If 2 void results in a row, a PCR test should be taken.</li> </ul>				

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- If a number of tests give a void result, unclear results or leaking/damaged tubes should be recorded and escalated to the DfE helpline.
- Covid Coordinator to be responsible for incident reporting on a school wide issue:

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

## Further Controls ref Government announcement on 4th January 2020 Lockdown

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

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<b>Issue that could cause harm:</b>	<b>Lack of Social Distancing in the learning environment (classroom/ workshop/ hall/ outdoors) which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. A staggered start to autumn term will be implemented for different groups of children</li> <li>2. Available Capacity / Agreed number following Government guidelines: All pupils / students can attend the academy each day.</li> <li>3. Reducing the number of children in the learning environment to enable social distancing: In secondary years, we envisage groups of no more than 24 in order to maintain the maximum possible social distancing and in primary years we envisage groups of no more than 30 in order to maintain the maximum possible social distancing. Primary classrooms have been reviewed with a maximum of 30 pupils in each classroom. Secondary classrooms have been reviewed with a maximum of 30 pupils in each classroom.</li> <li>4. Defined members of staff are recommended to be with each small group of children. For pre-school children in early years settings, the staff to child ratios within <u>Early Years Foundation Stage</u> (EYFS) continue to apply and these are recommended to group children.</li> <li>5. Ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days. Groups of children will be placed into ‘bubbles’ with defined staff and children will not mix with other ‘bubbles’ and classrooms, wherever this is possible</li> <li>6. Specific behaviour support rooms will be identified for each secondary Year group and primary group</li> <li>7. PE changing rooms will not be used.</li> <li>8. Where possible, practical PE will take place outdoors</li> <li>9. Assemblies will take place for secondary Year groups only as defined groups. No primary assemblies will be scheduled</li> <li>10. Cleaning rotas will be updated to be in synergy with the amended academy timetable from autumn term 2020.</li> <li>11. Classrooms will be arranged so that desks are forward-facing wherever possible. Extraneous furniture will be removed to facilitate the maximum possible distancing within rooms.</li> <li>12. Secondary classrooms will hold a maximum of 12 student tables (capacity 24 children)</li> <li>13. Science laboratory maximum student capacity is set at 12 students</li> <li>14. Specific arrangements will be put in place to enable secondary siblings to collect primary children in a distanced manner</li> <li>15. Classrooms will have a defined teacher area to support social distancing, equipped also with a sneeze screen</li> <li>16. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary settings there will be some subject specialist rotation of staff. Changing the assignment of staff to each group of children/young people will be a last resort but may be necessary for example due to staff absence or redeployment of secondary staff to primary who then may need to return to secondary.</li> <li>17. Staff will be assigned to no more than three group ‘bubbles’</li> <li>18. Any technical support staff required to enter a learning environment due to urgent operational requirements (e.g. IT Technician) will maintain a minimum 1 metre plus distance (ideally 2m) social distance, may wear PPE and the Class Teacher will ensure that children follow social distancing to enable the technical staff to work at a social distance.</li> <li>19. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between children and staff.</li> <li>20. Access rooms directly from outside where possible to reduce mixing of groups. All reception, year 1 classrooms, year 6 classrooms (with the exception of 1) can be directly accessed from outside.</li> </ol>			

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21. Ensure that wherever possible children use the same classroom or area of a setting throughout the day to minimise movement around school.
22. Remove excess furniture to increase space if able to do so. (Appendix A Premises / cleaning protocol).
23. Desks should be spaced as far apart as possible. (Appendix A Premises / cleaning protocol). Extraneous furniture will be removed.
24. In primary, unlike older children and adults, early years and primary age children cannot be expected to fully socially distance apart from each other and staff. Children will be spaced as far apart as possible, given group sizes.
25. In secondary schools re-arrange classrooms/workshops with desks facing forward and maximum distancing.
26. Children keep to their desks when in the learning environment.
27. Where possible seat children at the same desk each day if they attend on consecutive days.
28. Personal property of children will be kept to a minimum e.g. bags, coats, lunchboxes. Children will be advised not to bring bags and coats if possible. If these are brought into school they should be stored in the individual storage area provided for each child.
29. Staff members will be briefed on keeping a minimum 1 metre plus distance (ideally 2m) from each other and children wherever possible in the learning environment. (Appendix B Staff information guidance) A staff information website has been issued to all staff members prior to reopening. Induction of Covid-19 are in operation for all staff prior to reopening and include; Infection Control and information on revised policies and procedures.
30. Mark out a 1 metre plus area (ideally 2m) e.g. with tape for the member(s) of staff to be able to maintain social distancing from children and other staff.
31. Signage will be displayed in all learning environments regarding social distancing to reinforce, encourage and promote this for staff and children.
32. The academy will introduce staggered arrival and departure times of children, parents and children will be expected to maintain social distancing at all times – floor markings will indicate the distance required to be maintained. As far as possible each year group will use separate entrances in order to reduce the build-up of parents and children. Parents will be required to line up to collect children and children will be brought to them in turn. Primary children will be marshalled in the front car park on arrival where they will position themselves on separate markings in bubbles allowing for a full group of 12 children to arrive and be escorted to a teaching room. All door handles used will be cleaned before the next group moves to a location. Secondary children will arrive via the Milford Avenue (rear) entrance, with staggered arrival times and via specific lanes.
33. Procedures will be in place to remind attendees of the need to safely remove any face covering worn on the journey to school and that this must not be worn during the school day
34. Toilets will revert to their original designation. All toilets will be cleaned at least hourly.
35. Staff will be urged to maintain social distancing where possible but will not work beyond the group (or groups in the case of secondary staff) of children they are allocated to. Year group classrooms will be identified and co-located wherever possible to minimise movement around school and potential contact with other Year group bubbles.
36. For children and staff, procedures will be revisited and managed in line with the academy behaviour policy, updated in light of the coronavirus epidemic.
37. There will be clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this will be through age-appropriate methods such as stories and games.
38. Assemblies and the coming together of other large groups, both staff and students will be suspended.
39. Off site visits will resume with additional protective measures under FCAT policy guidance, with full and thorough additional risk assessments for every visit.
40. Academy behaviour policy has been revised and a specific COVID appendix added to include compliance with social distancing and this has been communicated to staff, pupils and parents.
41. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.
42. Intensive monitoring of the compliance with safety arrangements will avoid the need for quality assurance walk through classroom visits at this time.
43. Unity Academy (and the wider Fylde Coast Academy Trust) will require the use of face coverings to be worn by all students in Y7 above and staff in areas **indoors** where social distancing is more difficult. These include but are not limited to: -
  - Corridors
  - Main hall (including during assemblies - this does not apply to colleagues delivering assemblies)
  - Canteens (when students/staff are not eating)
44. All face coverings worn in school must be of a plain colour and each member of staff and student will be provided with 3 washable fabric face coverings, the coverings should be washed regularly (this is the responsibility of the student/parent and the staff member). These will be part of the uniform and students should only wear the provided mask or a disposable mask.
45. If a student or member of staff forgets a mask, they will be required to wear a disposable face covering. Disposable masks will be provided as required.
46. Staff will be consistent in requiring the use of face coverings and the usual behaviour policies will apply with sanctions up to and including time in isolation if children refuse to wear them.
47. Some children will be exempt and parents will be required to discuss this with their Head of Year.
48. Face coverings should not be used in classrooms, children will remove them when they are sat at their own desk.
49. Resealable plastic bags will be provided for hygienic storage.

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50. If a parent would like a student to wear a mask in the classroom or a student would like to wear a mask in the classroom, they should contact the relevant Head of Year to discuss this.
51. All face coverings worn to travel to school must be removed on arrival and safely stored or discarded in a lidded bin

## Uniform

Full school uniform including the provided plain face covering is required in September. In the interest of hygiene, we would ask that a fresh shirt is worn daily. Government guidance does not require any additional washing of clothes beyond normal routines. Face coverings can be washed by hand and should be washed each evening. 3 face coverings are provided in order to allow for washing and drying time.

### Remaining level of risk

Consider the level of risk following use of the above control measures

**HIGH**

**MEDIUM**

**LOW**

**NEGLIGIBLE**

# FCAT

<b>Issue that could cause harm:</b>	<b>Lack of Social Distancing when using toilets and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time. Toilets will be cleaned hourly.</li> <li>2. Staff and children asked to clean hands after using the toilet - wash hands thoroughly for 20 seconds with hot running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</li> <li>3. Ensure that help is available for children who have trouble cleaning their hands independently. Ensure supervision of hand sanitizer use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly, Skin friendly cleaning wipes can be used as an alternative.</li> <li>4. Signage will be displayed in the toilets regarding hand washing to reinforce, encourage and promote this for staff and children.</li> <li>5. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>6. Full stock of soap and sanitiser to be maintained in the toilets at all times.</li> <li>7. Toilets will be cleaned according to the FCAT cleaning risk assessment schedule as a minimum throughout the day (at Unity Academy we intend to clean toilets at least hourly), as well as the start and end of each day. If any toilet needs cleaning urgently, staff should contact the cleaning team via main school reception.</li> <li>8. Parents will not be allowed on site to use toilets.</li> <li>9. All hand dryers have been isolated and lidded bins and paper towels are in place.</li> <li>10. Ensure help is available for children who have trouble cleaning their hands independently. Ensure supervision of hand sanitizer use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly, Skin friendly cleaning wipes can be used as an alternative.</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>	<b>Lack of social distancing and poor hygiene upon arrival and exit from school which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	<b>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</b>		
<ol style="list-style-type: none"> <li>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus.</li> <li>2. Non-Contact Infrared Thermometer with LCD Display will be available.</li> <li>3. Staff will arrive through the canteen and will proceed to the main reception (all doors will be open) in order to activate their fob, sanitise hands and pick up any PPE. They will then proceed directly to work locations and will not congregate in groups of staff. Any staff briefing will be done virtually. Staff are required to maintain 1 metre plus (ideally 2m) social distancing wherever possible. Staff should not make stops to collect drinks etc on arrival and should where possible bring their own cutlery and utensils for personal use during the day.</li> <li>4. The academy has staggered arrival and departure times of children, parents and children will be expected to maintain social distancing at all times – floor markings will indicate the distance required to be maintained. As far as possible each year group will use separate entrances in order to reduce the build-up of parents and children. Parents will be required to line up to collect children and children will be brought to them in turn. Primary children will be marshalled in the front car park on arrival where they will position themselves on separate markings in bubbles allowing for a full group of children to arrive and be escorted to teaching room/s. All door handles used will be cleaned before the next group move to a location.</li> <li>5. Installation of hand sanitiser stations at staff entrances/exits to building.</li> <li>6. Staff to sanitise hands on each and every entry and exit from the building.</li> <li>7. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>8. No more than 2 people will be allowed in the outer reception area of the academy, markings on the floor will provide adequate social distancing for reception staff. A Perspex screen will be in place at the main reception window and on the desk in the inner reception area. No visitors will be admitted to the inner reception area unless in an emergency. Staff will be required to contact the office through phone or email rather than in person and no more than 2 people should be in the inner reception area at any one time. Where children arrive at front reception, they will be marshalled through the area in a socially distanced, self-contained bubble by supervising staff.</li> <li>9. As far as possible visitors to site will be limited and where possible no visitors will be allowed on site or face to face meetings undertaken, where an emergency or safeguarding need means a face to face meeting is necessary to safeguard a child, this will take place in the main meeting room, chairs will be removed to that social distancing is observed and a Perspex screen will be in place to separate attendees. Full PPE (including visors) is also available.</li> <li>10. Make clear to parents and carers that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). Communication can be done via email or phone.</li> <li>11. Visitors will be advised that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely. Contact details of all visitors will be taken in line with Test and Trace protocols.</li> <li>12. If it is agreed that a visitor does need to enter the school, they should give their details to the Receptionist – name, company, car registration, arrival time and who they are visiting, these details should be recorded on a daily sheet attached to a clipboard by the employee on Reception, which can then be taken outside in the event of a fire alarm. Neither visitors nor staff should use the touch screen or sign in themselves using a pen to avoid sharing equipment.</li> <li>13. Visitors must be accompanied at all times for safeguarding reasons but also to ensure they do not access areas of the school that are not being used or may not be on the cleaning schedule.</li> <li>14. The visitors should be given a disposable visitor badge (either a stick-on label or a label in a plastic wallet that can be binned after use). The Receptionist will enter the time of leaving on the sheet and the badge should be placed in a lidded bin by the visitor.</li> <li>15. The academy has staggered arrival and departure times of children, parents and children will be expected to maintain social distancing at all times – floor markings will indicate the distance required to be maintained. As far as possible each year group will use separate entrances in order to reduce the build-up of parents and children. Parents will be required to line up to collect children and children will be brought to them in turn. Primary children will be marshalled in the front car park on arrival where they will position themselves on separate markings in bubbles allowing for a full group of children to arrive and be escorted to a teaching room/s. All door handles used will be cleaned before the next group moves to a location. All external doors (which can be opened in line with fire regulations) will be opened and all staff/children will be expected to sanitise or wash hands upon entry and exit of any building or room.</li> <li>16. Implement staggered drop off and pick up times for different groups of children.</li> <li>17. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</li> <li>18. Staff supervision throughout drop off/pick up to encourage and insist on social distancing.</li> <li>19. Signage will be displayed outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff, parents, carers and children.</li> <li>20. Everyone should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</li> <li>21. Ensure there are lidded bins for tissues and these are emptied throughout the day. All bins are lidded around the site and in classrooms.</li> </ol>			
<b>Remaining level of risk</b>	<b>Consider level of risk following use of control measures</b>		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<p><b>Issue that could cause harm:</b></p>	<p><b>Lack of social distancing and poor hygiene during break/ playtimes and lunchtimes which could increase the risk and rate of transmission of coronavirus (COVID-19)</b></p> <p><b>Risk of transmission because students do not observe protocols of the reduction of contacts and maximising distance at breaks and lunchtimes</b></p>			
<p><b>Existing level of risk:</b></p>				
<p><b>HIGH</b></p>	<p><b>MEDIUM</b></p>	<p><b>LOW</b></p>	<p><b>NEGLIGIBLE</b></p>	
<p><b>How to manage it (control measures)</b></p>	<p>List your control measures required to reduce risk – add appropriate detail about the type and location of controls</p>			
<ol style="list-style-type: none"> <li>1. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time.</li> <li>2. Lunch service will be extended. Additional lunch service 'sittings' and venues will be put in place in order to allow for additional time to provide the required hot meal.</li> <li>3. Dividers down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> <li>4. Access rooms directly from outside where possible to reduce mixing of groups.</li> <li>5. Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.</li> <li>6. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary settings there will be some subject specialist rotation of staff. Changing the assignment of staff to each group of children will be a last resort but may be necessary for example due to staff absence or redeployment of secondary staff to primary who then may need to return to secondary.</li> <li>7. There will be allocated different areas for different groups of children and staff. Movement will be managed to minimise proximity of groups.</li> <li>8. Children and young people should clean their hands before and after eating and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> <li>9. Children and young people should clean their hands regularly including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>10. Ensure there is enough time built into the daily timetable to wash hands at regular intervals throughout the day and additional handwashing facilities installed, if required.</li> <li>11. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>12. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>13. Display signage will be outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children.</li> <li>14. There will be the use of markers e.g. paint/tape outside school and inside school at 1 metre plus (ideally 2m) intervals to encourage and maintain the maximum possible social distancing for children and adults.</li> <li>15. Children and young people should clean their hands after sneezing or coughing, should be encouraged not to touch their mouth, eyes and nose, should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). This will be enforced and reminded by staff.</li> <li>16. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day.</li> <li>17. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in play/break time and lunchtime areas.</li> <li>18. Reduce break/playtime equipment. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. (Appendix A Premises / cleaning protocol).</li> <li>19. Games will be discussed which will encourage social distancing e.g. football passing and no sharing of equipment for games e.g. do not play catch, cordon off outdoor play equipment.</li> <li>20. There will be staff supervision throughout break/play and lunchtimes to actively encourage and insist on social distancing.</li> <li>21. Western yard outdoor play equipment has been fenced off to prevent use. Primary playground equipment will be cleaned more frequently and at least daily. Any sports or other equipment shared between bubbles or classes e.g. sports, art, science will be cleaned frequently and meticulously between use by other groups of children.</li> <li>22. Water fountains have been turned off.</li> </ol>				
<p><b>Remaining level of risk</b></p>	<p>Consider level of risk following use of control measures</p>			

# FCAT

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b>Issue that could cause harm:</b>	<b>Lack of social distancing and poor hygiene during staff break or lunch times which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>
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<b>Existing level of risk</b>			
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<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. The Staff room will be properly cleaned at the start and end of each day and surfaces cleaned more regularly than normal throughout the day. (Cleaning schedule).
2. Staff timetables will allow staggered break and lunch times.
3. There will be a limit on the number of people in the staffroom at any one time. Signage will be displayed.
4. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in staff rooms. Sanitiser station and handwashing facilities are available in the staffroom.
5. Staff will be asked to clean hands upon arrival and exit from the staff room - wash hands thoroughly for 20 seconds with hot running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
6. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
7. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
8. Ensure chairs in staffrooms use back-to-back or side-to-side (rather than face-to-face) whenever possible. Seating in the staff room will be organised as such that they are 1 metre plus (ideally 2m) apart and remaining furniture will be removed. Staff will not be able to congregate in the staff room in large numbers and markings and signage will be in place to indicate that only 1 member of staff can access the work surface to prepare a drink at any one time. A queueing system will be in place to manage this. Staff will be advised not to enter the room if it is already occupied to capacity.
9. Markers will be in place e.g. paint/tape in the staff room at 1 metre plus (ideally 2m) intervals to encourage and maintain social distancing for staff.
10. Signage will be displayed outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.

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

<b>Issue that could cause harm:</b>	<b>Lack of social distancing in the corridors which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Generally students will remain in the same classroom for most of the week for R-Y9 and for Y10/11 Core with staff being the only movement between classrooms.</li> <li>2. Stagger break times (including lunch), so that all children are not moving around the school at the same time and that any corridors or circulation routes used have a limited number of children or young people using them at any time.</li> <li>3. Divider markings will be in place down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</li> <li>4. Access rooms directly from outside where possible to reduce mixing of groups.</li> <li>5. Circulation plans have been reviewed.</li> <li>6. One-way systems will be in operation where feasible.</li> <li>7. Circulation routes will be clearly marked with appropriate signage.</li> <li>8. Any pinch-points/bottle necks are identified and managed accordingly.</li> <li>9. children and staff.</li> <li>10. There will be staff supervision on corridors to actively encourage and insist on social distancing.</li> <li>11. Staff will be encouraged to communicate via phone, radio or e-mail to limit unnecessary movement of staff on corridors.</li> <li>12. Markers will be used e.g. paint/tape on corridors at 1 metre plus (ideally 2m) intervals to encourage and maintain social distancing for children and adults.</li> <li>13. Prop doors open (except designated Fire Doors), where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>14. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. The movement of pupils around school will be minimised as much as possible.</li> <li>15. Pupils will remain in classrooms with exceptions of break/lunch times and toilet breaks.</li> <li>16. Pupils will be briefed regularly regarding observing social distancing guidance whilst circulating</li> <li>17. Children and young people will be asked to walk in a single file on the corridor and consider having a member of staff at the front and back of the line to supervise and actively encourage and insist on social distancing.</li> <li>18. Signage will be on corridors regarding social distancing to reinforce, encourage and promote this.</li> <li>19. The lift will not be used except by the site team, children who can't use rooms upstairs will be accommodated in a bubble downstairs.</li> <li>20. Where it is safe to do so, additional staff will be in place to supervise movement on corridors.</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>		<b>Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk:</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>1. Learning environments will be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. Live cleaning of high use areas (door handles, toilets, canteen tables and bannisters) will happen throughout the day. In addition, each pod will be equipped with cleaning equipment (sanitising gel and tissues). All surfaces will be cleaned thoroughly at the start and end of each day as well as more regularly than normal throughout the day across school. (Cleaning schedule / Cleaning RA).</p> <p>2. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal. (Cleaning schedule / Cleaning RA).</p> <p>3. Shared materials and surfaces should be cleaned and disinfected more frequently than normal. (Cleaning schedule / Cleaning RA).</p> <p>4. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide sanitiser.</p> <p>5. Children and staff to wash hands/use sanitiser frequently throughout the day - wash hands thoroughly for 20 seconds with hot 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>6. Children and young people should clean their hands on arrival at the setting, before and after eating, after sneezing or coughing, should be encouraged not to touch their mouth, eyes and nose, should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</p> <p>7. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day. Lidded bins throughout the academy.</p> <p>8. Signage will be displayed across school regarding hand washing to reinforce, encourage and promote this for staff and children.</p> <p>9. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).</p> <p>10. Full stock of soap and sanitiser will be maintained in I at all times.</p> <p>11. Prop doors open (not designated Fire Doors), where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>12. Learning will be planned so resources are individual and not shared – or on white board.</p> <p>13. Resources will be on tables ready for learning and not distributed during the learning.</p> <p>14. Use plastic packets (zippy) bags used for individual resources. Each child will have a set of basic equipment/resources to use and sharing of resources will not take place unless disinfected regularly.</p> <p>15. Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff. Children cannot bring any resources from home e.g. iPad &amp; pencil cases and no resources taken home from school to reduce the risk of cross contamination</p> <p>16. Seek to prevent the sharing of stationery and other equipment where possible. Children will all have their own personal resources which will remain within their allocated space within their allocated room.</p> <p>17. Practical lessons can go ahead if equipment can be cleaned thoroughly and properly cleaned between different groups of children. Specific guidance for practical subjects such as music and science will be fully implemented according to published DfE and CLEAPPS guidelines. Practical science will take place in groups of no more than 12 in a laboratory. Equipment will be thoroughly cleaned between its use by different children. Laboratories will be deployed as additional classrooms to facilitate through cleaning between its use by different groups of children. Music group sizes will be limited, practical work will take place in larger spaces/outside and children will be positioned and undertake activities to minimise possible transmission.</p> <p>18. Children will keep to their desks when in the learning environment, wherever possible.</p> <p>19. Where possible seating plans will place children at the same desk each day on consecutive days.</p> <p>20. Equipment can be shared within bubbles but must be thoroughly cleaned (or left for 72 hours) if it is to be used in another bubble.</p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>		<b>Lack of cleaning which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk</b>				
<b>HIGH</b>		<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>2. School to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. Learning environments to be properly cleaned at the start and end of each day and properly cleaned between uses by different groups of children. Live cleaning of high use areas (door handles, toilets, canteen tables and bannisters) will happen throughout the day. In addition, each pod will be equipped with cleaning equipment (sanitising gel and tissues). All surfaces will be cleaned thoroughly at the start and end of each day as well as more regularly than normal throughout the day across school. Cleaning routines and rotas will be reviewed, fully updated and implemented ahead of full reopening.</li> <li>3. This will be at the start and end of each day as well as more regularly than normal throughout the day across school.</li> <li>4. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> <li>5. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.</li> <li>6. PPE will be worn by all cleaning staff in accordance with <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>7. All cleaning operatives will be trained in all the extra measures and use of PPE as stated in the cleaning RA and evidenced.</li> <li>8. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) (Cleaning schedule / Cleaning RA).</li> <li>9. Regular deep cleans of high traffic areas.</li> <li>10. To ensure effective stock control and sufficient stock of cleaning materials, hygiene materials and PPE in line with cleaning schedule.</li> <li>11. Ensure there are lidded bins across school for tissues and these are emptied throughout the day.</li> <li>12. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).</li> </ol> <p>All of the above are within the cleaning RA</p>				
<b>Remaining level of risk</b>		Consider level of risk following use of control measures		
<b>HIGH</b>		<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>		<b>Risk of spreading virus due to close contact with parents / carers / visitors / contractors / children – 1:1 and restraint which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk</b>				
<b>HIGH</b>		<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Seek expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. leading to the implementation of individual risk assessments.</li> <li>2. Reduced timetable/exclusion/inclusion considered if necessary to manage the behaviour of children and young people and minimise risk to staff.</li> <li>3. Use of PPE where 1 metre plus (ideally 2m) distance cannot be maintained.</li> <li>4. Utilise glass/Perspex screens at the reception desk.</li> <li>5. Essential contractors, including those who deliver food, to be informed on how they may access the premises and what precautions are expected of them while they are on site.</li> <li>6. Regular reminders issued to staff regarding protocols and in turn to children.</li> <li>7. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).</li> </ol>				
<b>Remaining level of risk</b>		Consider level of risk following use of control measures		
<b>HIGH</b>		<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm:</b>		<b>First Aid/Accident/Administering medicines/EHP/Personal Care which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk:</b>				
<b>HIGH</b>		<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. There will be a member of First Aid trained staff on site and only trained staff carry out First Aid (for primary requires Paediatric First Aid). All primary first Aiders are paediatric trained.</li> <li>2. There is a full and complete first aid stock on site at all times.</li> <li>3. FCAT First Aid, Accident Administering medicines and EHP Policies are followed.</li> <li>4. Staff should wear full PPE (including visor) if a child or young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 1 metre plus (ideally 2m) cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>5. Staff should wear PPE for children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. They should continue to receive their care in the same way.</li> <li>6. Full and complete stock of PPE will be on site at all times.</li> <li>7. Student services will not be staffed, children can enter and seek assistance but will be forced to maintain social distance enabling staff to apply PPE.</li> <li>8. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).</li> <li>9. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. Staff should wear PPE when supporting pupils with complex needs as outlined above.</li> </ol>				
<b>Remaining level of risk</b>		Consider level of risk following use of control measures		

# FCAT

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b>Issue that could cause harm:</b>	<b>Safeguarding checking how the academy is safeguarding children and young people during the remaining partial closure of schools and in the wider opening.</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>All academy safeguarding procedures and reporting mechanisms operate in full and in the usual way. Any safeguarding concerns will be reported, recorded, managed and referred as appropriate, using existing procedures as set out in the FCAT Safeguarding and Child Protection Policy.</li> <li>SLT will ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs.</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
HIGH	MEDIUM	<b>LOW</b>	NEGLIGIBLE

<b>Issue that could cause harm:</b>	<b>Emotional distress of the children - including mental health conditions.</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>Children and young people will be in the same small groups and as far as possible with the same staff assigned to that group of children which will support consistency and stability.</li> <li>Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school.</li> <li>SLT will ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs.</li> <li>Pastoral team members will risk assess and RAG rate the support needs of each student</li> <li>Training materials published by DfE will be used to support targeted emotional health interventions by school staff</li> <li>For all students, weekly information sessions and PSHE lessons will be provided (supported by RSHE training materials produced by DfE) to keep children updated regarding COVID-19 and to reduce anxiety. In younger years this will be delivered through increased PSHE lessons.</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

# FCAT

<b>Issue that could cause harm:</b>		<b>Emotional distress of the staff – including mental health conditions.</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. SLT will 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</li> <li>2. SLT are on site every day for staff to share any questions or concerns with</li> <li>3. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or <a href="mailto:teamfcatwellbeing@fcats.org.uk">teamfcatwellbeing@fcats.org.uk</a> monitored by HR daily.</li> <li>4. Ongoing signposting of staff to online/phone wellbeing support.</li> <li>5. Ongoing review of COVID-19 risk assessment to ensure control measures are implemented and updated if necessary to maintain a safe working environment.</li> <li>6. To promote the Team FCAT Work and Wellbeing charter.</li> <li>7. Set up a trust-wide e-mail address for staff to share/report and health and safety concerns relating to COVID-19.</li> <li>8. The Headteacher (or delegated senior leader) will operate regular meetings with school-based union representatives in order for any concerns to be addressed.</li> <li>9. As much notice as possible will be provided to staff of any changes to working patterns.</li> <li>10. If a member of staff wishes to wear items of PPE out of their own personal preference e.g. a face covering to come into work – we will be supportive of their decision. If a member of staff wishes to wear an item of PPE out of personal choice – the member of staff should provide their own PPE and this should not be provided by school/taken from school supplies</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>	<b>Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children, staff and family members.</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		

- 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.
  - 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
  - Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. If rates of the disease rise, children (or family members) may be advised to shield during the period where rates remain high and therefore they may be temporarily absent. In this event remote learning provision will be activated immediately.
  - Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders respectively.
  - 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).
- Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.
- It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.
- Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.
- School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.
- People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

**Staff who are clinically vulnerable or extremely clinically vulnerable**

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

**In the case of lockdown and Government guidance CEV will work from home.**

1.

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

<b>Issue that could cause harm:</b>	<b>Staff health and wellbeing when working from home for which FCAT remains responsible for as the employer.</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Line Managers to maintain regular and reasonable contact with staff in their teams.</li> <li>2. Staff will be encouraged to undertake a workstation risk assessment and consider any equipment staff may require in order to work from home safely.</li> <li>3. Encourage staff to take short and regular rest breaks when using a computer screen.</li> <li>4. To encourage staff not to work excessively long hours and to take a lunch break.</li> <li>5. To promote the Team FCAT Work and Wellbeing Charter.</li> <li>6. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager or <a href="mailto:teamfcatwellbeing.fcac.org.uk">teamfcatwellbeing.fcac.org.uk</a> monitored by HR daily.</li> <li>7. Ongoing signposting of staff to online/phone wellbeing support.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

Issue that could cause harm:	Lack of Social Distancing and poor hygiene in staff offices and meeting rooms which could increase the risk and rate of transmission of coronavirus (COVID-19)		
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
How to manage it (control measures)	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Staff offices will 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. A cleaning schedule will be in place to ensure that all offices are cleaned daily, in the case of meeting rooms, these will be cleaned. Cleaning equipment will be provided to all offices should staff wish to clean additionally during the day. Offices that do not need to be used will remain closed.</li> <li>2. Offices which normally accommodate more than 1 person and which can't when socially distancing will be restricted to 1 person (2 if space permits). Distances of 1 metre plus (ideally 2m) will be required and offices will be reorganised to avoid face to face working.</li> <li>3. Limit the number of people in office at any one time.</li> <li>4. There will be a 1 metre plus (ideally 2m) distance between staff work spaces. Use markers e.g. paint/tape in the office at 1 metre plus (ideally 2m) intervals to encourage and maintain social distancing.</li> <li>5. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</li> <li>6. Reducing the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).</li> <li>7. Provide hand sanitiser in offices and meeting rooms. Disinfectant trigger spray and PPE in each office/meeting room (gloves, masks, aprons for use if required).</li> <li>8. Staff will be asked to clean hands upon arrival and exit from the office and regularly throughout the day - wash hands thoroughly for 20 seconds with hot running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>9. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>10. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>11. Signage will be displayed in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.</li> <li>12. <b>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.</b> Staff room computer workstations cannot be used and alternative IT facilities will be provided.</li> <li>13. Use remote working tools to avoid in-person meetings.</li> <li>14. Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout.</li> <li>15. Avoiding transmission during meetings, for example avoiding sharing pens and other objects.</li> <li>16. Hold meetings outdoors or in well-ventilated rooms whenever possible.</li> </ol>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE

# FCAT

<b>Issue that could cause harm:</b>		The continued prioritisation of vulnerable pupils and the children of key workers will create 'artificial groups' within schools when they reopen	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Plans are in place to meet the learning needs of all children.</li> <li>Additional pastoral and SEND support are deployed wherever possible to support all prioritised pupils, who are those with additional needs.</li> <li>We will continue working to improve the attendance of vulnerable pupils and those from disadvantaged backgrounds.</li> <li>A coordinated approach will be taken to plans for remote learning, such that these are seamless in the event of any future lockdown</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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

# FCAT

<b>Issue that could cause harm:</b>	<b>Specific lessons e.g. swimming lessons, including transport to and from and the use of materials</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p><b>Materials</b> Where specific materials are used e.g. water and Playdoh to stimulate manual dexterity, individual, named pots of substance will be used and will be put away safely after use so that children do not have access. Children will wash their hands before and after use. Water will be soapy, will have a limited number of children using it at a time and children will be directed to wash their hands before and afterwards. Water will be emptied and refilled at morning and lunchtime so that water is fresh water for each session.</p> <p><b>Swimming</b> Once clarification is received as to the requirements for Covid-safe reopening of swimming pools, this risk assessment will be updated to fully reflect this.</p> <p><b>Transport</b> The approach to dedicated transport e.g. to and from swimming lessons will align as far as possible with the principles underpinning the system of controls throughout the academy, including:</p> <ul style="list-style-type: none"> <li>•grouping pupils on transport in the bubbles that are adopted within school</li> <li>•using hand sanitiser upon boarding and/or disembarking</li> <li>•additional cleaning of vehicles</li> <li>•organised queuing and boarding</li> <li>•distancing within vehicles</li> </ul> <p>Accompanying staff will wear face coverings and will adopt additional social distancing.</p>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

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		
<p>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>).</p> <p>2. If anyone becomes unwell with a new, continuous cough, a high temperature or a loss, or change to, your sense of smell or taste in an education or childcare setting, they must be isolated, sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p> <p>3. Test and trace protocols will be applied in full</p> <p>4. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place.</p> <p>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 the Library. 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 (ideally 2m) away from other people, wherever possible.</p> <p>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.</p> <p>7. PPE should be worn by staff caring for the child while they await collection if a distance of 1 metre plus (ideally 2m) 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 (ideally 2m) cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>8. Where a child, young person or staff member tests positive, the academy will contact the local health protection team who will investigate and provide further guidance. The health protection team will provide definitive advice on who must be sent home.</p> <p>9. The academy will maintain records of pupils and staff in each group and further close contacts</p> <p>10. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group don't need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms.</p> <p>11. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'. They should get a test, and:</p> <p>12. 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.</p> <p>13. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p>			
Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

# FCAT

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

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

# FCAT

<b>Issue that could cause harm:</b>	<b>Travel to and from work/school for staff/children which could increase the risk and rate of transmission of coronavirus (COVID-19).</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Encouraging parents and children and young people to walk or cycle to their education setting where possible and are aware of the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</li> <li>2. Unity Academy does not use school buses, the minibus will not be used for transporting students at this time. Students and parents will be reminded to follow guidance when choosing to use public transport.</li> <li>3. Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.</li> <li>4. Encouraging staff to travel to work by personal vehicle, walk or cycle instead of using public transport. 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.</li> <li>5. Staff will be encouraged not to car share.</li> <li>6. Staff are to follow social distancing in the staff car park, which will be extended and located at the back of school.</li> <li>7. Where using transport providers e.g. school buses; Academy SLT to review the transport provider's control measures for the risk of COVID-19 and to confirm if you are satisfied with these if children or your people from the academy will be using the transport. Please discuss any questions or concerns with Gary Fletcher, FCAT Health and Safety Lead.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>		<b>Communication failure with staff, parents, carers, children visitors, contractors, volunteers etc. which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. Parents are informed and communicated on a regular basis by letter, phone and website.</li> <li>2. Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>3. Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</li> <li>4. Advise visitors that they cannot enter the site unless they have a pre-arranged appointment, which should be conducted safely.</li> <li>5. Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a>.</li> <li>6. Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</li> <li>7. Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers. Share academy risk assessment.</li> <li>8. Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Share academy risk assessment. (Cleaning RA. All cleaning operatives will have completed a training session)</li> <li>9. A tight window of arrival and departure will be maintained.</li> </ol> <p>Communications strategies for the following groups are in place: Pupils/staff/parents, Governors/Trustees, Local authority, Regional Schools Commissioner, Professional associations Other partners</p> <ul style="list-style-type: none"> <li>• Communications on social distancing arrangements take place regularly to reinforce key messages.</li> </ul>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm:</b>		<b>Home-visits to children, parents and carers which could increase the risk and rate of transmission of coronavirus (COVID-19) e.g. delivery of food parcels to vulnerable families.</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Home visits will be a last resort and alternative measures implemented firstly.</li> <li>2. Where a home visit is absolutely essential this must be agreed by the Headteacher and the member of staff must undertake the home visit on a volunteer basis only. No member of staff will be forced to undertake a home visit.</li> <li>3. A time for home visit will be pre-arranged between the school and the parent/carer.</li> <li>4. The member of staff should maintain a distance of 1 metre plus (ideally 2m) from any adult or child and must not enter the home.</li> <li>5. The member of staff should drive to the home, knock on the door, leave the food parcel and return to their vehicle, locking the doors and driving away.</li> <li>6. Lone working arrangements will be implemented between the member of staff and a member of SLT (e.g. agreed appointment time for the visit, member of staff to call SLT to confirm they have safely completed the home visit).</li> <li>7. The member of staff must have business insurance for their personal vehicle.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>		<b>Implementation of the Emergency Evacuation Procedure/ Emergency Plan which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Academy Emergency Evacuation procedures revert to pre-lockdown procedures, updated incorporating additional distancing where possible</li> <li>2. Existing Academy Emergency Plan to be followed in the event of loss of electrical power, loss of water supply, loss of communications, intruder etc. however ensuring that the maximum possible social distance is possible at all times.</li> <li>3. Review any Personal Emergency Evacuation Plans (PEEP) for staff and children to ensure that control measures are implemented to minimise the risk and rate of transmission of coronavirus (COVID-19) between an individual and the adult facilitating the emergency evacuation.</li> <li>4. Drills will take place as part of the return to school, children will be informed that these drills are due to take place and these will be repeated if necessary. Students will be made fully aware of procedures and muster points</li> <li>5. Social distancing markings will be on the floor for use during fire evacuation.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm:</b>		<b>Premises statutory servicing, testing and monitoring not being completed resulting in legislative non-compliance and risk to health and safety of all groups.</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. All 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. This includes air conditioning systems.</li> <li>2. To ensure a schedule of contractors is determined (so that that they can be appropriately briefed in advance of visiting the school and on the day regarding the academy's procedures for social distancing and good hygiene) for: Gas, Electric, Water, Lifts, Alarm, Fire equipment, Pat testing, Kitchen, Emergency lighting, Doors, Plant equipment, Ventilation. (Air conditioning will not be used).</li> <li>3. Essential contractors will be allowed on site and will be briefed by site staff as to social distancing measures required.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>		<b>Security during the partial closure and wider reopening of schools</b> (intruders, trespassers)	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Academy Security Procedures / Security Survey</li> <li>2. Academy Opening and Closing procedures</li> <li>3. Academy Out of hours procedures</li> <li>4. Academy Lockdown policy</li> <li>5. Academy Emergency Plan</li> <li>6. FCAT Abusive Parents policy</li> <li>7. CCTV / intruder alarm / Access controls (FOB)</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Issue that could cause harm:</b>		<b>Risk relating to education visits, including travel to and from</b>	
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"> <li>• The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li> <li>• No educational visits are currently suspended..</li> </ul>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

# FCAT

<b>Issue that could cause harm:</b>	<b>Lack of Social Distancing and poor hygiene in before Extracurricular including Before/After School Club provision which could increase the risk and rate of transmission of coronavirus (COVID-19)</b>		
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>How to manage it (control measures)</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>1. Keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>1. Ensure regular cleaning of environment and equipment in line with COVID Cleaning Schedule.</p> <p>2. Follow the control measures as outlined in current government guidelines</p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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## Authorisation by Risk Assessor and Headteacher

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

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>
Mr S Cooke	<i>S. Cooke</i>	26/03/2021

<b>Head teacher comments</b>	Insert comments relevant to assessment as appropriate
<ul style="list-style-type: none"><li>• The risk assessment will be reviewed and feedback gathered through discussion with professional association representatives at a weekly meeting.</li><li>• Consideration will be given to all issues raised and actions taken in order to address as many concerns as possible using government guidance to support.</li></ul> <p><b>Gary Fletcher FCAT Health &amp; Safety Lead &amp; John Topping FCAT Premises will assess the implementation of the Risk Assessment on regular visits during the Autumn term.</b></p>	

<b>Name of Head teacher</b>	<b>Signature of Head teacher</b>	<b>Date</b>
Mr S Cooke	<i>S. Cooke</i>	26/3/2021

<b>Risk assessment reviews</b>	As applicable
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### Relevant Legislation

Health and Safety Act 1974  
Management of Health and Safety at Work Regs 1999  
PPE at Work Regs  
COSHH Regulations 2002  
The Health Protection (Coronavirus, Restrictions) Regulations 2020

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## Appendix A RISK MATRIX

Likelihood 

Impact 

	Probable	Possible	Remote
Major Harm Physical Injury Illness	<b>HIGH</b>	<b>HIGH</b>	<b>HIGH</b>
Severe Physical Injury Illness First Aid	<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>
Minor Physical or emotional discomfort	<b>MEDIUM</b>	<b>LOW</b>	<b>LOW</b>

# FCAT

## Appendix B – Cleaning Rotas

### Unity Academy Cleaning Schedule COVID-19 – March 2021

**This is a live document and adjustments will be made as and when changes occur.**

<i>Name</i>	<i>Hours</i>	<i>Duties</i>
Anne Rawcliffe	6am – 1230pm	Varies daily with business needs and supervision duties.
John Barrow	6am – 12pm	<p>6.00am – 9am: SEN/Impact corridor. All classrooms, offices, toilets, corridor. Reception area, admin office, pastoral offices. Adapted toilet. Dining hall toilets. Salon and toilet.</p> <p>Daily cleaning of handles, high &amp; low-level cleaning, glass cleaning</p> <p>Checks senior school toilets throughout the morning/after breaks</p> <p>10.05 – 10.20. Year 5 rooms and toilets 10.30 – 10.45 Year 6 rooms and toilets 1150 – 1230 Year 5 rooms and toilets Hourly checks on the new reflection room and toilet from 10am 1200.</p>
Magda Mazur	6am – 8.30am 2pm – 7.30pm	<p>6am – 8.30am: The Nursery and After School Club area. All rooms, toilets, corridors and circulation areas. Staff toilet under the Primary stairs</p> <p>PM Shift: Infants, all classrooms and circulation areas. Toilets by the cleaning room. 2 x offices near the late door.</p>
Slawek Mazur	6am – 8.30am 3pm – 7.30pm	<p>6am – 8.30am: The Nursery and After School Club area. All rooms, toilets, corridors and circulation areas. Staff toilet under the Primary stairs</p> <p>3pm – 7.30pm: English and SLT corridors, all rooms, offices and toilets. Link corridor to English. Back stairwell form Science to I.T tech area.</p>

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Belinda Davies	10am – 4pm	Reception area, admin office, pastoral offices, dining room, main corridor, Library, dance studio, gym, main hall.  Hourly checks of the print room. Primary 5 & 6 classrooms during breaks and lunch
Wendy Kaliszczak	3pm – 6pm	Year 5 & 6. All classrooms, offices, toilets and corridor. Food Tech room. Stairwell to playground door.
Viv Bell	6am – 9am	Year 3 & 4. Classrooms, toilets, corridor/circulation area, 3 x stairs.
Temporary cover for some of Chris Ives hours	6am – 9am	Maths corridor and all rooms, offices etc
Temporary staff 1	10am – 2pm	10.05 – 10.20. Year 1 rooms and toilets 10.30 – 10.45 Year 2 rooms and toilets 11.15 – 1130 Year 7 rooms 11.35 – 1150 Year 8 rooms 11.50 - 12.40 Years 1 & 2 rooms and toilets 1.05 – 1.35 Year 7 rooms 1.35 – 2.05 Year 8 rooms Hourly checks on the new reflection room and toilet at 1pm and 1.50pm
Temporary staff 2	10am – 2pm	10.05 – 10.20 Year 3 rooms and toilets 10.30 – 10.45 Year 4 rooms and toilets 11.15 – 1130 Year 11 rooms 11.35 – 1150 Year 9 rooms 11.50 - 12.40 Years 3 & 4 rooms and toilets 1.05 – 1.35 Year 10 rooms and staff toilets 1.35 – 2.05 Year 9 rooms
Site Team		Daily clean of stairwell from Playground to Science and the stairwell from music room to maths.  Daily use of the Electrostatic Sprayer for disinfecting across the school.  Outdoor play equipment in Infants and Primary.  Any other cleaning duties if requested by the Head Site Supervisor.

*Updated 4<sup>th</sup> March 2021*

*Clive Mason*

# FCAT

## Appendix C - FCAT Cleaning Protocol and Premises Checklist Covid

### FCAT CLEANING PROTOCOL and PREMISES CHECKLIST COVID

ACADEMY: Unity Academy DATE: 04th February 2021

Signed: Anne Rawcliffe (Cleaning Supervisor), Damion Spencer (Site Supervisor – on behalf of Clive Mason), Simon Brennand (Senior Deputy Headteacher)

No.	ACTIONS ON SITE	RESPONSIBLE	YES/NO
1	Entrances/exits and routes are clearly planned and marked for staff and students. The number of entrances and exits has been reviewed to support social distancing. One-way routes are in place where feasible with clear signage.	SLT/Site team	Yes.  Signage in place
2	Reconfiguration of classrooms, chairs and desks has been undertaken to allow for compliance with government guidance on social distancing. Seating arrangements for staff and pupils are clearly marked, communicated and all non-essential furniture, fixtures and equipment has been removed and stored. (Including toys and soft furnishings).	Site team	Yes.
3	Rooms which are not being used have been cleaned, disinfected and locked or access to them restricted.	Site team	Yes.
4	COVID-19 signage for hygiene, social distancing and any new routes is displayed throughout the school. COVID-19 hygiene signage is in prominent areas and circulation routes.	Site team	Yes.
5	Dining area layouts are configured to ensure separation in line with government guidance on social distancing. Tables/chairs are cordoned off where this is not possible. Floor markings are used to manage queues and enable social distancing.	Site team	Yes.
6	Zones for toilets and handwashing have been established and are monitored. Floor markings have been provided to enable social distancing.	Site team / SLT	Yes.
7	First Aid rooms have been reconfigured to ensure social distancing provisions are met. Additional rooms close to reception have been designated for isolating pupils with suspected COVID-19 whilst collection is arranged.	Site team / SLT	Yes.
8	Social distancing in Reception is reinforced through floor marking and signage.	Site team	Yes
9	A plan to manage external play areas is in place, no play equipment to be used, incorporating social distancing, staggering of breaks and lunch times, designated areas for different groups, signage and increased levels of supervision.	Site team / SLT	Yes
10	PE lessons have been planned to observe social distancing during activities.	SLT	Yes
11	Social distancing in Reception is reinforced through floor marking and signage.	Site team	See 8
12	Screens have been fitted in key areas	Site team / SLT	
13	Visitors to school are kept to a minimum. Visitors are checked for symptoms in advance (where possible) and on	SLT	Yes

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	arrival. There is a designated waiting area/meeting room for visitors and their movement around school is limited.		
14	Contractors are managed closely, and where possible, supervised if attending whilst school is operational. All contractors accessing the school site have confirmed they are symptom free; and have procedures in place to address COVID-19 issues, e.g. infection control, hygiene and social distancing. This is set out clearly in the academy Risk Assessment.	Site team / SLT	Yes
15	Deliveries to school are managed effectively in a timely manner adhering to social distancing.	Site team	Yes
16	The fire evacuation and assembly point briefing for staff includes guidance on social distancing at assembly points. A review has been undertaken to assess whether the current assembly points are sufficient to accommodate the number of pupils and additional assembly points have been designated if required.	SLT	Yes
17	Students are managed when entering and exiting school gates/entrances/exit doors and social distancing guidance is applied.	SLT	Yes

## MAINTENANCE/SERVICING/MONITORING (FCAT SYSTEMS IN PLACE)

Compliance and documentation checked and confirmed with GF (22/5/20)

No.	FIRE	RESPONSIBLE	Yes/No
18	Weekly fire tests are carried out and recorded.	Site team	Yes
19	Emergency lighting visual checks are carried out ensuring all lighting is fully operational.	Site team	Yes
20	Procedures are in place to ensure fire exits are clear from obstructions.	Site team	Yes
21	External gates are operational and functioning fully.	Site team	Yes
22	Servicing arrangements are in place for the fire alarm.	External	Yes
23	Fire extinguishers are checked on a weekly basis.	Site team	Yes

Compliance and documentation checked and confirmed with GF (22/5/20)

No.	WATER	RESPONSIBLE	Yes/No
24	Water outlets are flushed on a weekly basis, including during any closure periods. Also disinfecting of tanks.	Site team	Yes
25	Monthly water temperature monitoring is in place.	Site team	Yes

Compliance and documentation checked and confirmed with GF (22/5/20)

No.	GAS	RESPONSIBLE	Yes/No
26	Certificates in date	Site team	Yes
27	Servicing schedule	Site team	Yes
28	Gas taps in science labs are operational	Site team	Yes
29	Temperature checks	Site team	Yes

No.	ELECTRIC	RESPONSIBLE	Yes/No
30	Social distancing signage is displayed outside lifts.	Site team	Yes
31	Lift servicing	Site team	Yes
32	Servicing of doors/gates and barriers is up to date.	Site team	Yes
33	All air conditioning systems remain energised in normal operating mode with any re-circulatory systems adjusted to full fresh air. Servicing of air conditioning service/general ventilation certification is up to date.	Site team	Yes

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34	Servicing of intruder alarms/access control and CCTV is up to date.	Site team	Yes
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## CLEANING

No.	CLEANING	RESPONSIBLE	Yes/No
35	The 'cleaning schedule during the day' is applied on a daily basis.	Site Lead / Cleaning Supervisor / cleaners	Yes
36	The site is checked regularly for any pest activity and the pest control contractor has been assigned as necessary.	Site team	Yes
37	Hand sanitisers are available in prominent areas.in the school and are regularly replenished.	Site team	Yes
38	Cleaning regimes during the school day have been stepped up, applying the 'Cleaning schedule during the day' set out below.	Site Lead / Cleaning supervisor	Yes
39	Appropriate PPE is worn by cleaning staff and there are arrangements in place for safe disposal.	Cleaners	Yes
40	Risk Assessment to be completed set out below	Site Lead	Yes

No.	CLEANING SUPPLIES / PPE	RESPONSIBLE	Yes/No
41	There are sufficient supplies of gloves and aprons on site for staff.	Site Lead / Cleaning supervisor	Yes
42	There are sufficient supplies of safety goggles on site. (To be used if risk of chemical splash, dust, projectiles)	Site Lead / Cleaning supervisor	Yes
43	There are sufficient supplies of hand sanitiser available.	Site Lead / Cleaning supervisor	Yes
44	There are sufficient cleaning products available for cleaning all the required areas within school cleaning materials, cloths, mops, disinfectant spray bin bags etc. available.	Site Lead / Cleaning supervisor	Yes
45	Where possible, separate bins for PPE disposal have been established. (To be double bagged)	Site Lead	Yes
46	There are lidded bins throughout the site	Site Lead	Yes. Will be in place once delivered

# FCAT

## KITCHEN / CATERING

Confirmed by Unity Academy Catering Manager.

No.	Actions	RESPONSIBLE	Yes/No
47	Equipment in good working order and fully tested	Responsible person	Yes
48	Cleaning schedules up to date	Responsible person	Yes
49	Vending machines are out of use and clearly marked as such	Responsible person	N/A

## APPENDIX D – PE RISK ASSESSMENT

# FCAT

## PE Risk Assessment COVID - 19

### Unity Academy

<b>Approved by:</b>	Stephen Cooke	<b>Date:</b> 28/8/20
<b>Last reviewed on:</b>	28/8/20	
<b>Next review due by:</b>	30/9/20	

This risk assessment has been prepared, based on the DfE Guidance on the Full Opening of Schools in September 2020, to support the Physical Education, School Sport and Physical Activity (PESSPA) at Unity Academy

Unity Academy will regularly check the Government website (GOV.UK) for updates and adjust this risk assessment accordingly.

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Below are three key questions we have considered in this risk assessment:

- Have we reviewed our risk assessments to ensure the safety and wellbeing of all personnel?
- Does our teaching and learning meet Government guidance? [www.gov.uk/coronavirus](http://www.gov.uk/coronavirus)
- Are our teaching plans consistent with the requirement of whole school expectations, which have been developed in response to the national guidance?

Key principles for supporting safe PESSPA include:

- Keeping students in consistent groups
- Maximising distancing between students
- Prioritising outdoor PE
- Thoroughly cleaning PE equipment between each use by different individual groups
- Avoiding contact sports/activities

We at Unity Academy ensure scrupulous attention is paid to cleaning and hygiene regimes before and after PE lessons or lunch/break time activities.

We also ensure clear notices are displayed around our school exemplifying NHS and Government Guidance.

Unity Academy will regularly check the Government website for updates and adjust this risk assessment accordingly in consultation with our employer.

In addition, due to the constantly changing situation, dynamic risk assessments will be carried out and amended to reflect our school's specific controls on an ongoing basis.

G AND MAINTAINING A SAFE NTEXT FOR LEARNING	WHO AFFECTED? (STUDENT, STAFF, VISITOR)	CONTROL MEASURES TO REDUCE THE RISK TO AN ACCEPTABLE LEVEL	CHECK B (SIGN AN
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# FCAT

<p><b>Physical Learning</b></p>	<p>Student Staff Visitors (External delivery partners)</p>	<ul style="list-style-type: none"> <li>• Pupils will be kept in consistent groups.</li> <li>• All activities in Physical Education (PE) lessons and Physical Activity (PA) sessions will be non-contact and planned to ensure that distance is maximised between children.</li> <li>• The PE curriculum will be revised and age related expectations agreed by all staff.</li> <li>• Our external coach will be checked in accordance with our H&amp;S whole school policy and employed to support our extra-curricular activities.</li> <li>• Interventions/catch up support will be planned and delivered, if required.</li> <li>• Staff and pupils with protected characteristics, including race and disability, will be considered in planning and delivering Physical Education lessons and Physical Activity session</li> </ul>	<p>28/8/2020</p>
<p><b>Measures and Hygiene</b></p>	<p>Student Staff Visitors (External delivery partners)</p>	<ul style="list-style-type: none"> <li>• Scrupulous attention will be paid to cleaning and hygiene.</li> <li>• Clear signage reminding pupils to wash their hands will be displayed in all teaching areas and outdoor open spaces.</li> <li>• Sufficient tissues and hand sanitisers will be made available to all staff in addition to bags to contain any used tissues and wipes.</li> <li>• Movement around the PE areas/building will be considered to limit risks. For example, classroom layout, entry and exit points, staggered starts, break times, lunch arrangements and use of communal staff areas.</li> </ul>	<p>28/8/2020</p>
<p><b>Measures, clothing and footwear</b></p>	<p>Student Staff Visitors (External delivery partners)</p>	<ul style="list-style-type: none"> <li>• Children will attend school wearing appropriate clothing and footwear to take part in Physical Education lessons and Physical Activity sessions.</li> <li>• If changing areas are used, social distancing will be maintained</li> </ul>	<p>28/8/2020</p>

# FCAT

		<p>and the areas cleaned after every lesson using the school's regular cleaning products especially if pupils have been sweating or are wet from rain. Particular attention will be given to high touch areas.</p> <ul style="list-style-type: none"> <li>• Hand washing facilities are present in the changing areas for staff and pupils to wash their hands before and after the PE lesson.</li> <li>• Hand sanitiser will also be made available and utilized where needed.</li> </ul>	
reas	<p>Student Staff Visitors (External delivery partners)</p>	<ul style="list-style-type: none"> <li>• Outdoor Physical Education and Physical Activity will be encouraged as much as possible.</li> <li>• Pupils will take part in PE and PA with their class.</li> <li>• The playground grids will be used as much as possible. Rubber spots for the early years and playground chalk may also be used to support the distancing of pupils.</li> <li>• Our external facilities will be used in line with government guidance.</li> <li>• Clear signage, reminding pupils about distancing and washing their hands will be displayed in all teaching areas including outdoor open space.</li> </ul>	28/8/2020
	<p>Student Staff Visitors (External delivery partners)</p>	<ul style="list-style-type: none"> <li>• Equipment will be cleaned between groups of pupils using it and locked away when not in use.</li> <li>• Multiple groups are not permitted to use PE and outdoor equipment simultaneously.</li> <li>• The sharing of equipment during PE lessons is limited, for example we encourage pupils to use their own tennis racquet or ball. If equipment is shared, pupils will wash their hands thoroughly before and after use.</li> <li>• <b>Strict hand hygiene will take place before and after every PE lesson.</b></li> <li>• Whistles, drink bottles, bibs and bands will not be shared.</li> <li>• First-Aid kits will be made accessible and contain gloves, face masks and disposable aprons and eye protection.</li> </ul>	28/8/2020

# FCAT

Unity Academy is firmly committed to ensuring pupils can participate in purposeful Physical Education and Physical Activity at this time. Teaching Physical Education at the moment will not be like before, or the preferred model. However, by making adaptations we believe meaningful work can be undertaken; good planning, protective measures and social distancing will be applied consistently across our academy. We are also committed to ensuring that all staff are protected, feel safe and have access to the most up to date guidance.