

# FCAT

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

### COVID-19 Risk Assessment

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| <b>Academy</b>              | Westminster Primary Academy   |
| <b>Activity / Procedure</b> | Full opening of schools - managing the risk and rate of transmission of coronavirus (COVID-19) and variants Inc Lockdown, Closure, for critical workers, identified and staff restricting attendance during a national lockdown. Operational Guidance from March 2021 |
| <b>Assessment date</b>      | 22nd February 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 22nd February 2021 and Operational Guidance from 8th March 2021. This Risk assessment will be updated to reflect any changes in published guidance.***

[Schools coronavirus \(COVID-19\) operational guidance](#) (From March 8th 2021)

[Restricting attendance during the national lockdown: schools](#) (updated 22nd February 2021)

[Stay at Home - GOV.UK](#) (Updated 01st February 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 22nd January 2021)

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

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## System of controls

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

[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<br/>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</p> |

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may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

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> <p><b>Safe wearing and removal of face coverings</b></p> <p>You should have a process for when face coverings are worn within your school</p> |

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|   |   | <p>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.</p> <p>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.</p> <p>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>  |
| 3 | <b>Ensure everyone is advised to clean their hands thoroughly and more often than usual</b>               | <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.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly. Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <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> |
| 4 | <b>Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach</b> | <p>The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this 15 routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p>  |
| 5 | <b>Introduce enhanced</b>   | In line with the risk assessment and timetabling of the day, put in place and   |

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|          | <p><b>cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants / detergents</b></p> | <p>maintain an enhanced cleaning schedule. This should include:</p> <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> <p>PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>  |
| <p>6</p> | <p><b>Minimise contact between individuals and maintain social distancing wherever possible.</b></p>                                     | <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and 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 possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented.</p> |

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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.

## **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



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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.

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

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|   |                             | <p>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.</p> <p><b>Equipment</b><br/>         For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.<br/>         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.<br/>         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:</p> <ul style="list-style-type: none"> <li>• clean it before it is moved between bubbles</li> <li>• allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>• restricted to one user</li> <li>• left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.<br/>         Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> <li>• lunch boxes</li> <li>• hats and coats</li> <li>• books</li> <li>• stationery</li> <li>• mobile phones</li> </ul> <p>Bags are allowed.<br/>         Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <p><b>Parent pick-up and drop-offs</b><br/>         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.<br/>         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.<br/>         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 | <b>Keep occupied spaces</b> | <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</p>   |

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|                 | <p><b>well ventilated</b></p>   | <p>particles (aerosols) in the air after someone with the virus has occupied and enclosed area. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <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> |
| <p><b>8</b></p> | <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, 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>   |
| <p><b>9</b></p> | <p><b>Promote and engage in asymptomatic testing, where available</b></p>                                 | <p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:</p> <ul style="list-style-type: none"> <li>• Primary schools, school-based nurseries and maintained nursery schools</li> <li>• Secondary schools and colleges</li> </ul>   |

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|                  |  | <ul style="list-style-type: none"> <li>• Specialist settings</li> </ul>  |
| <p><b>10</b></p> | <p><b>Promote and engage with the NHS Test and Trace process</b></p> | <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<br/>         Booking a polymerase chain reaction (PCR) test through 119<br/>         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<br/>         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 they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</p> <p>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<br/>         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> |

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| <p>11</p> | <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<br/>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,<br/>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<br/>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<br/>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<br/>each day or ask staff to keep definitive records in a way that is overly burdensome. Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>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<br/>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul> |
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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 a educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools. See guidance on how to submit the educational settings status form for more information.

### **Test and Trace Support Payments**

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

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

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

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

By providing these details, close contacts of positive cases identified at school will be

formally advised to self-isolate by NHS Test and Trace and provided with an NHS Test and Trace Account ID. Individuals who have not been formally advised to self isolate by NHS Test and Trace will not receive an NHS Test and Trace Account ID and will not be able to claim from the Test and Trace Support Payment scheme.

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

1. Ensure that you collate a list of appropriate close contacts for the person who has tested positive within your establishment and inform these close contacts that they now need to self-isolate.
2. Call the new Service Hub on 020 3743 6715 as soon as you have the eight digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.
3. Provide the details of the person who has tested positive, along with the details of the relevant close contacts you have identified. If you do not have NHS Test and Trace Account ID for the person who has tested positive, Hub staff will assist in tracing the person in order to register their contacts on the Test and Trace system (CTAS).
4. NHS Test and Trace will then contact individuals to formally advise them of

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|    |   | <p>their need to self-isolate and provide them with an NHS Test and Trace Account ID.</p> <p>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.</p>   |
| 12 | <p><b>Contain any outbreak by following PHE local health protection team advice</b></p> | <p>If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.</p> <p><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.</p> <p>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.</p> <p>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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| <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> <li>Some pupils who have difficulty engaging in remote education may be considered to be vulnerable children and therefore eligible to attend provision. It is up to the child's education provider or local authority to make this decision based on the needs of the child and their family, and a range of other factors, as set out in the guidance</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>A staggered start has been implemented for different groups of children.</li> <li>Available Capacity / Agreed number following Government guidelines: All pupils can attend the academy each day.</li> <li>Reducing the number of children in the learning environment to enable social distancing. 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.</li> <li>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>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> </ol> |   |            |                   |



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6. Specific behaviour support rooms will be identified for each primary group.
7. Where possible, practical PE will take place outdoors.
8. No primary assemblies will be scheduled.
9. Cleaning rotas will be updated to be in synergy with the amended academy timetable from January 2021.
10. 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.
11. Classrooms will have a defined teacher area to support social distancing.
12. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days.. Changing the assignment of staff to each group of children will be a last resort but may be necessary for example due to staff absence or redeployment.
13. 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 .
14. Maximise the number of learning environments used including outdoor space as much as possible to more easily allow for distance between children and staff.
15. Access rooms directly from outside where possible to reduce mixing of groups.
16. Ensure that wherever possible children use the same classroom or area of a setting throughout the day to minimise movement around school.
17. Remove excess furniture to increase space if able to do so.
18. Desks should be spaced as far apart as possible.
19. In primary, 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.
20. Children keep to their desks when in the learning environment.
21. Where possible seat children at the same desk each day if they attend on consecutive days.
22. Personal property of children should be kept to a minimum e.g. bags, coats and lunchboxes. Children will be advised not to bring bags and coats if possible. If these are brought into school they should be stored within the designated space in their area.
23. Staff members will be briefed on keeping a minimum 2 metre plus distance from each other and children wherever possible in the learning environment. Staff information is on google drive and 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.
24. Mark out a 2 metre plus area e.g. with tape for members of staff to be able to maintain social distancing from children and other staff.
25. Display signage in the learning environment regarding social distancing to reinforce, encourage and promote this for staff and children.
26. Westminster 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. All door handles used will be cleaned before the next group moves to a location.
27. 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.
28. Toilets will revert to their original designation. All toilets will be cleaned at least hourly.
29. Staff will be urged to maintain social distancing where possible but will not work beyond the group (or groups) 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.
30. For children and staff, procedures will be revisited and managed in line with the academy behaviour policy, updated in light of the coronavirus epidemic.
31. 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.
32. Assemblies and the coming together of other large groups, both staff and students will be suspended.
33. Off site visits will resume with additional protective measures under FCAT policy guidance, with full and thorough additional risk assessments for every visit.
34. 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.
35. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.
36. Intensive monitoring of the compliance with safety arrangements will avoid the need for quality assurance walk through classroom visits at this time.
37. Health and safety as always remains everyone's responsibility.
38. Staff are to wear masks whilst travelling around school.

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

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| <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> |  |  |
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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. 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.
2. Staff and children asked to clean hands after using the toilet - wash hands thoroughly for at least 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
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.
4. Signage will be displayed in the toilets regarding hand washing to reinforce, encourage and promote this for staff and children.
5. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
6. Full stock of soap and sanitiser to be maintained in the toilets at all times.
7. Toilets will be cleaned regularly and stock maintained in line with Cleaning Risk Assessment. If any toilet needs cleaning urgently, staff should contact the cleaning team via main school reception.
8. Toilets will not be available for parents/carers.
9. All hand dryers have been isolated and lidded bins and paper towels are in place.

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|  |  | Consider level of risk following use of control measures |  |
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| <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 and poor hygiene upon arrival and exit from school which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |  |  |
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| <b>Existing level of risk:</b> |  |  |  |
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|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
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| <b>How to manage it (control measures)</b> | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |  |  |
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1. Tell staff, children, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus.
2. Non-Contact Infrared Thermometer with LCD Display will be available.
3. Staff will 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 2 meter social distancing wherever possible. Staff should not make

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stops to collect drinks etc on arrival and should where possible bring their own cutlery and utensils for personal use during the day.

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. All door handles used will be cleaned before the next group moves to a location.
5. Installation of hand sanitiser stations at staff entrances/exits to building.
6. Staff to sanitise hands on each and every entry and exit from the building.
7. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
8. Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
9. A perspex screen will be in place at the main reception area. No visitors will be admitted to the reception area unless by appointment or in an emergency. Staff will be required to contact the office through phone or email rather than in person. Where children arrive at front reception, they will be marshalled through the area in a socially distanced, self-contained bubble by supervising staff.
10. 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 so that social distancing is observed
11. 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). All correspondence to parents will be through the schools website, Facebook and text message. Visitors not cannot enter the site unless they have a prearranged visit.
12. Communication can be done via email or phone.
13. 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
14. If it is agreed that a visitor does need to enter the school, they should give their details to the Office staff – name, company, car registration, arrival time and who they are visiting, these details will be entered in the Visitors Book by the Office staff. This can then be taken outside in the event of a fire alarm.
15. Neither visitors nor staff should sign in themselves using a pen to avoid sharing equipment.
16. Visitors must be accompanied at all times for safeguarding reasons but also to ensure they do not access areas of the school that are not being used or may not be on the cleaning schedule.
17. 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 Office staff will enter the time of leaving on the sheet and the badge should be placed in a lidded bin by the visitor.
18. Implement staggered drop off and pick up times for different groups of children.
19. Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.
20. Staff supervision throughout drop off/pick up to encourage and insist on social distancing.
21. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff, parents, carers and children.
22. Everyone should use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
23. Ensure there are lidded bins for tissues and these are emptied throughout the day.
24. Parents are to wear a face covering or mask when dropping or picking up their children from school. This includes on the playgrounds and any other areas of the school site.

|                                |  |            |                   |
|--------------------------------|--|------------|-------------------|
| <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>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> |
|-------------------------------------|---|

# FCAT

| Existing level of risk:  |               |   |                   |
|--|---------------|---|-------------------|
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>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 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. Access rooms directly from outside where possible to reduce mixing of groups.</li> <li>4. 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>5. Ensure that the same staff are assigned to each group of children and, as far as possible, these stay the same during the day and on subsequent days. Changing the assignment of staff to each group of children should be a last resort but may be necessary for example due to staff absence or redeployment</li> <li>6. There will be allocated different areas for different groups of children and staff. Movement will be managed to minimise proximity of groups.</li> <li>7. Children 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>8. 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>9. Children 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>10. 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>11. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>12. Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>13. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff and children.</li> <li>14. Use markers e.g. paint/tape outside school and inside school at 1 metre plus (ideally 2m) intervals to encourage and maintain social distancing for children and adults.</li> <li>15. Children 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.</li> <li>19. Games discussed which encourage social distancing e.g. football passing and no sharing of equipment for games e.g. do not play catch, cordon off outdoor play equipment.</li> <li>20. Staff supervision throughout break/play and lunchtimes to actively encourage and insist on social distancing.</li> <li>21. 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> |               |   |                   |
| <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 during staff break or lunch times 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. The Staff room to be properly cleaned at the start and end of each day and surfaces cleaned more regularly than normal throughout the day.</li> <li>2. Staff to stagger break and lunch times.</li> <li>3. There will be a limit on the number of people in the staffroom at any one time. Signage will be displayed.</li> <li>4. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in staff rooms.</li> <li>5. Staff asked to clean hands upon arrival and exit from the staff room - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>6. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>7. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>8. Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>9. Ensure chairs in staff rooms use back-to-back or side-to-side (rather than face-to-face) whenever possible. Seating in the staff room will be organised such that they are 2 meter 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.</li> <li>10. Display signage outside and inside the building regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.</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>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 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 using them at any time.</li> <li>3. Access rooms directly from outside where possible to reduce mixing of groups.</li> <li>4. Circulation plans have been reviewed.</li> <li>5. One-way systems will be in operation where feasible.</li> </ol> |               |  |                   |

# FCAT

6. Staff will be encouraged to communicate via phone, radio or e-mail to limit unnecessary movement of staff on corridors.
7. Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
8. 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.
9. 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.
10. Pupils will remain in classrooms with exceptions of break/lunch times and toilet breaks.
11. Pupils will be briefed regularly regarding observing social distancing guidance whilst circulating
12. 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.
13. Signage will be on corridors regarding social distancing to reinforce, encourage and promote this.
14. Staff are to wear face masks whilst travelling around school.

## Remaining level of risk

Consider level of risk following use of control measures

HIGH

**MEDIUM**

LOW

NEGLIGIBLE

## Issue that could cause harm:

**Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)**

## Existing level of risk:

**HIGH**

MEDIUM

LOW

NEGLIGIBLE

## How to manage it (control measures)

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

1. 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, tables and bannisters) will happen throughout the day. In addition each bubble 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).
2. Clean surfaces that children are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal. (Cleaning schedule / Cleaning RA).
3. Shared materials and surfaces should be cleaned and disinfected more frequently than normal. (Cleaning schedule / Cleaning RA).
4. Ensure that sufficient handwashing facilities are available across the school. Where a sink is not nearby, provide hand sanitiser.
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.
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').
7. Ensure there are lidded bins in break/playtime and lunchtime areas for tissues and these are emptied throughout the day. Lidded bins throughout the academy.
8. Signage will be displayed across school regarding hand washing to reinforce, encourage and promote this for staff and children
9. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).
10. Full stock of soap and sanitiser will be maintained in l at all times.

# FCAT

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.
12. Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
13. Learning will be planned so resources are individual and not shared – or on white board.
14. Resources will be on tables ready for learning and not distributed during the learning.
15. Use plastic wallets 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.
16. 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 & pencil cases and no resources taken home from school to reduce the risk of cross contamination
17. 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.
18. 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.
19. Children will keep to their desks when in the learning environment, wherever possible.
20. Where possible seating plans will place children at the same desk each day on consecutive days.
21. Equipment can be shared within bubbles but must be thoroughly cleaned (or left for 72 hours) if it is to be used in another bubble.

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

|   |   |            |                   |
|---|---|------------|-------------------|
| <b>Issue that could cause harm:</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. Regular cleaning of tables, door handles, banisters and toilets throughout the day. Each bubble will have a supply of hand sanitiser and tissues. Premises team will follow a cleaning schedule. Staff will also be provided with wipes for their own work stations and where applicable telephones.</li> <li>3. Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, tables, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> <li>4. Shared materials and surfaces should be cleaned and disinfected more frequently than normal.</li> <li>5. PPE will be worn by all cleaning staff in accordance with <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>6. 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>7. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>8. Deep clean of the academy before wider re-opening.</li> <li>9. To ensure effective stock control and sufficient stock of cleaning materials, hygiene materials and PPE in line with cleaning schedule.</li> </ol> |   |            |                   |

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10. Ensure there are lidded bins across school for tissues and these are emptied throughout the day.
11. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).
12. All of the above are within the cleaning RA

|                                |  |            |                   |
|--------------------------------|--|------------|-------------------|
| <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 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> |

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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 |  |  |
|--|---|--|--|

1. Seek expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. leading to the implementation of individual risk assessments.
2. Reduced timetable/exclusion/inclusion considered if necessary to manage the behaviour of children and young people and minimise risk to staff.
3. Use of PPE where 2 meter distance cannot be maintained.
4. Utilise perspex screens at the reception desk.
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.
6. Regular reminders issued to staff regarding protocols and in turn to children.
7. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).
8. Face masks must be worn if dealing with parents and are able to wear their mask or face covering during the day if they wish to do so.
9. If parents are permitted into school (i.e. for behaviour purposes) they must wear a face mask/covering.

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|--------------------------------|--|------------|-------------------|
| <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> |

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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. There will be First Aid trained staff on site and only trained staff carry out First Aid (for primary requires Paediatric First Aid).
2. There is a full and complete first aid stock on site at all times.
3. FCAT First Aid, Accident Administering medicines and EHP Policies are followed.
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 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.



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5. Staff should wear PPE for children whose care routinely already involves the use of PPE due to their intimate care needs. They should continue to receive their care in the same way.
6. 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.
7. Full and complete stock of PPE will be on site at all times.
8. Disinfectant trigger spray and PPE in each learning environment (gloves, masks, aprons for use if required).

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

**Issue that could cause harm:** Safeguarding checking how the academy is safeguarding children and young people during the remaining partial closure of schools and in the wider opening.

|                               |               |            |                   |
|-------------------------------|---------------|------------|-------------------|
| <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

1. All academy safeguarding procedures and reporting mechanisms operate in full and in the usual way. Any safeguarding concerns will be reported, recorded, managed and referred as appropriate, using existing procedures as set out in the FCAT Safeguarding and Child Protection Policy.
2. SLT will ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <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 that could cause harm:** Emotional distress of the children - including mental health conditions.

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

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

1. Children 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.
2. Consideration will be given to curriculum delivery to ensure transition is supported and successful from home to school.
3. SLT will ensure that targeted and effective pastoral care is in place to support children designed to meet individual and collective needs in addition to this Westminster will be able to draw on the advice and support of a trained Counsellor and Learning Mentor.
4. For all children there will be regular PSHE lessons which will be age appropriate. Children will be given the time and space to talk about any worries or concerns.

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <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>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 to ensure continuous clear and effective communication via emails, phone calls and virtual meetings with staff regarding the detail of plans for the wider re-opening of Westminster and this COVID-19 risk assessment and control measures in advance to aim to minimise uncertainty and anxiety.</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:teamfcattwellbeing.fcatt.org.uk">teamfcattwellbeing.fcatt.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> |

|   |               |   |                   |
|---|---------------|---|-------------------|
| <b>Issue that could cause harm:</b>   |               | <b>Risk of COVID-19 illness to extremely clinically vulnerable and clinically vulnerable children staff and family members.</b> |                   |
| <b>Existing level of risk</b>   |               |   |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls             |                   |
| <ol style="list-style-type: none"> <li>1. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, school will immediately offer them access to remote education. Schools should monitor engagement with this activity.</li> <li>2. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. All other pupils must attend school</li> <li>3. Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. If rates of the disease rise, children (or family members) may be advised to shield during the period where rates remain high and therefore they may be temporarily absent. In this event remote learning provision will be activated immediately.</li> <li>4. Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders respectively Children who are extremely clinically vulnerable should not attend school.</li> </ol> |               |   |                   |

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5. It is anticipated that fewer pupils 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).
6. Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.
7. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.
8. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.
9. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.
10. 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

11. The measures outlined in the DfE guidance for full opening of schools (page 1 of this risk assessment) will be applied and will mitigate risks significantly for staff, including those who are extremely clinically vulnerable and clinically vulnerable. This will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.
12. Parents of pupils and staff with significant risk factors should discuss their concerns with pastoral staff and senior leaders.
13. FCAT still wishes to support staff in continuing to work from home, if able to do so, balancing this with increasing operational requirements.
14. Staff who are extremely clinically vulnerable (those who have received a letter from Government or clinician advising them to shield) will be advised that they can return to work from 1 August as long as they maintain social distancing and the workplace is COVID secure..
15. Staff who are clinically vulnerable should return to work where possible. Government advice is available for colleagues in these categories and those who are pregnant. Education and childcare settings should endeavour to support flexible deployment where possible.
16. The government is currently undertaking an official review of whether factors including ethnicity can affect people's vulnerability to COVID-19. The government has said this is because a disproportionately higher number of people have died from COVID-19 from black, Asian and minority ethnic (BAME) backgrounds. As such the trust will undertake individual risk assessments for any staff who are within the high risk category and/or BAME background.
17. Staff and children living with those that are extremely clinically vulnerable/clinically vulnerable can attend school and work with children or adults adhering to this risk assessment.
18. Staff who are considered as vulnerable or clinically vulnerable and over the age of 60 should have a COVID risk assessment carried out by the Headteacher or SBM in her absence.

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <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>Staff health and wellbeing when working from home for which FCAT remains responsible for as the employer.</b> |
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|-------------------------------|---------------|------------|-------------------|
| <b>Existing level of risk</b> |               |            |                   |
| <b>HIGH</b>                   | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |

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

1. Line Managers to maintain regular and reasonable contact with staff in their teams.
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.
3. Encourage staff to take short and regular rest breaks when using a computer screen.
4. To encourage staff not to work excessively long hours and to take a lunch break.

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5. To promote the Team FCAT Work and Wellbeing Charter.
6. Continued access for staff to remote wellbeing support from qualified professionals via Line Manager [teamfcatawellbeing.fcat.org.uk](mailto:teamfcatawellbeing.fcat.org.uk) monitored by HR daily.
7. Ongoing signposting of staff to online/phone wellbeing support.

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

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

|                               |        |     |            |
|-------------------------------|--------|-----|------------|
| <b>Existing level of risk</b> |        |     |            |
| <b>HIGH</b>                   | 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 |
|--|---|

1. Staff offices to be properly cleaned at the start and end of each day and surfaces (e.g. desks, door and window handles, light switches etc.) cleaned more regularly than normal throughout the day. A cleaning schedule at Westminster will be in place to ensure all in use office are cleaned daily and staff given additional cleaning equipment to use for their own workstations. There will be no hot desking. **Cleaning protocol from FCAT Premises to be issued to assist with this.**
2. Limit the number of people in office at any one time.
3. There will be a 1 metre distance between staff work spaces.
4. Use back-to-back or side-to-side working (rather than face-to-face) whenever possible.
5. Reducing the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).
6. Provide hand sanitiser in offices and meeting rooms.
7. Staff asked to clean hands upon arrival and exit from the office and regularly throughout the day - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
8. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
9. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
10. Signage will be displayed in offices regarding social distancing and good hygiene to reinforce, encourage and promote this for staff.
11. Avoiding use of hot desks and spaces and, where not possible, for example, call centres or training facilities, cleaning and sanitising workstations between different occupants including shared equipment.
12. Use remote working tools to avoid in-person meetings.
13. Only absolutely necessary participants should attend meetings and should maintain 1m (2m if possible) separation throughout.
14. Avoiding transmission during meetings, for example avoiding sharing pens and other objects.
15. Hold meetings outdoors or in well-ventilated rooms whenever possible.
16. Disinfectant trigger spray and PPE in each office/meeting room (gloves, masks, aprons for use if required).

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

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|                                     |  |            |                   |
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| <b>Issue that could cause harm:</b> | <b>The continued prioritisation of vulnerable pupils and the children of key workers will create ‘artificial groups’ within schools when they reopen</b> |            |                   |
| <b>Existing level of risk</b>       |  |            |                   |
| <b>HIGH</b>                         | <b>MEDIUM</b>  | <b>LOW</b> | <b>NEGLIGIBLE</b> |

|  |   |            |                   |
|--|---|------------|-------------------|
| <b>How to manage it (control measures)</b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>Plans are in place to meet the learning needs of all children.</li> <li>Additional pastoral and SEND support is 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>   | <b>Curriculum organisation</b>  |            |                   |
| <b>Existing level of risk</b>   |   |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>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>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> <li>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used by schools in line with government guidance for the use of, and travel to and from, those facilities.</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>Swimming lessons, including transport to and from</b> |  |  |
| <b>Existing level of risk</b>       |  |  |  |

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| <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>Swimming</p> <ol style="list-style-type: none"> <li>Swimming when able to happen, is done at Moor Park Swimming baths.</li> <li>The Swimming co-ordinator is responsible for ensuring numbers are kept at safe levels and that pupils understand the requirements of their behaviours when leaving school to go swimming.</li> <li>Generic swimming risk assessments are in place and will run alongside this COVID safe risk assessment.</li> </ol> <p>Transport</p> <ol style="list-style-type: none"> <li>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:</li> <li>Grouping pupils on transport in the bubbles that are adopted within school and ensuring appropriate staff levels are in place</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> <li>Accompanying staff will wear face coverings and will adopt additional social distancing.</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>Educational Visits, including transport 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 |                   |
| <ol style="list-style-type: none"> <li>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>. In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</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 (No Trips)</b>   | <b>NEGLIGIBLE</b> |

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|   |  |            |                   |
|---|--|------------|-------------------|
| <b>Issue that could cause harm:</b>   | <b>Risk of a person coming into work/school with COVID-19 which could increase the risk and rate of transmission of coronavirus (COVID-19)</b> |            |                   |
| <b>Existing level of risk</b>   |  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>  | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>How to manage it (control measures)</b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls                            |            |                   |
| <ol style="list-style-type: none"> <li>1. Tell staff, children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>).</li> <li>2. If anyone becomes unwell with a new, continuous cough, a high temperature or a loss, or change to, your sense of smell or taste in an education or childcare setting, they must be isolated, sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</li> <li>3. Test and trace protocols will be applied in full</li> <li>4. Proper cleaning of the area where anyone has become unwell with symptoms of COVID-19 should take place.</li> <li>5. 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.</li> <li>6. 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 Health Room. 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.</li> <li>7. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>8. 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</li> <li>9. Academy SLT should ensure any confirmed cases of COVID-19 following a positive test result should be notified to Jane McCumiskey (FCAT COO) to ensure that the FCAT and DfE procedure in the event of this can be followed.</li> <li>10. If anyone becomes unwell with a new continuous cough, or a high temperature, or has a loss/change in their normal sense of smell of taste (anosmia), they must be sent home to self-isolate for 7 days and arrange to have a test. Other members of their household must isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>11. When the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</li> <li>12. 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.</li> <li>13. The academy will maintain records of pupils and staff in each group and further close contacts.</li> <li>14. Where the child or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</li> <li>15. 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: <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'</li> </ul> </li> </ol> |  |            |                   |

# FCAT

16. 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.

17. Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <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:** Risk of renewed local lockdown impacting on the ability to open school.

**Existing level of risk**

|             |               |            |                   |
|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
|-------------|---------------|------------|-------------------|

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

- Academy SLT to agree to a contingency plan.
- 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.

**Remaining level of risk** Consider level of risk following use of control measures

|             |               |            |                   |
|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
|-------------|---------------|------------|-------------------|

**Issue:** 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.

**Existing level of risk**

|             |               |            |                   |
|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
|-------------|---------------|------------|-------------------|

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

- The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.
- Full use is made of those staff who are self-isolating but who are well enough to teach lessons online.
- Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.
- Full use is made of testing to inform staff deployment.
- A blended model of home learning and attendance at school is planned for and utilised as necessary.

**Remaining level of risk** Consider level of risk following use of control measures

|             |               |            |                   |
|-------------|---------------|------------|-------------------|
| <b>HIGH</b> | <b>MEDIUM</b> | <b>LOW</b> | <b>NEGLIGIBLE</b> |
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|  |               |   |                   |
|--|---------------|---|-------------------|
| <b>Issue that could cause harm:</b>  |               | Travel to and from work/school for staff/children which could increase the risk and rate of transmission of coronavirus (COVID-19). |                   |
| <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. Westminster does not use school buses and students won't be transported by school 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.</li> <li>5. Staff will be encouraged not to car share</li> <li>6. Staff are to follow social distancing in the car park.</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>  |               | 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>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, text, Facebook and website.</li> <li>2. Tell parents 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 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> <li>10. Communications strategies for the following groups are in place: Pupils/staff/parents, Governors/Trustees, Local authority, Regional Schools Commissioner, Professional associations Other partners</li> <li>11. Communications on social distancing arrangements take place regularly to reinforce key messages.</li> </ol> |               |   |                   |

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|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <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 |  |  |
|--|---|--|--|

1. Home visits will be a last resort and alternative measures implemented firstly.
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 should be enforced to undertake a home visit.
3. A time for home visit should be pre-arranged between the school and the parent/carer.
4. The member of staff should maintain a distance of 1 metres (ideally 2m) from any adult or child and must not enter the home.
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 drive away.
6. Lone working arrangements should be implemented between the member of staff and a member of SLT (e.g. agreed appointment time for the visit, member of staff to call SLT to confirm they have safely completed the home visit).
7. The member of staff must have business insurance for their personal vehicle.

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <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>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 |  |  |
|--|---|--|--|

1. Academy Emergency Evacuation procedures revert to pre lockdown procedures, updated for autumn term 2020 incorporating additional distancing where possible
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.
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.
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
5. Social distancing markings will be on the floor for use during fire evacuation.

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

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| <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>                   | 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 |  |  |
|--|---|--|--|

1. All statutory servicing (weekly/monthly/6 monthly and annual testing and monitoring systems and audits) are in place and continuing in line with current trust and academy procedures.
2. To ensure a schedule of contractors is determined (so that that they can be appropriately briefed in advance of visiting the school and on the day regarding the academy's procedures for social distancing and good hygiene) for: Gas, Electric, Water, Alarm, Fire equipment, Pat testing, Kitchen, Emergency lighting, Doors, Plant equipment, Ventilation.

|                                |        |  |            |
|--------------------------------|--------|--|------------|
| <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>Security during the partial closure and wider re-opening of schools (intruders, trespassers)</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 |  |  |
|--|---|--|--|

1. Academy Security Procedures
2. Academy Opening and Closing procedures
3. Academy Out of hours procedures
4. Academy Lockdown policy
5. Academy Emergency Plan
6. FCAT Abusive Parents policy
7. CCTV / Intruder Alarm/ Staff Fobs

|                                |               |  |            |
|--------------------------------|---------------|--|------------|
| <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>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   |  |                   |
| <ol style="list-style-type: none"> <li>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.</li> <li>2. Ensure regular cleaning of environment and equipment in line with COVID Cleaning Schedule.</li> <li>3. Follow the control measures as outlined under section titled “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)” and section titled “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)” and section titled Contact with surfaces/shared resources and poor hygiene which could increase the risk and rate of transmission of coronavirus (COVID-19)</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> | Lack of social distancing in EYFS bubbles could lead to spread of virus Covid 19. |
|-------------------------------------|---|

# FCAT

|  |  |   |            |                   |
|--|--|---|------------|-------------------|
|  |  | Sharing resources and touching of surfaces could lead to spread of virus Covid 19.                                  |            |                   |
| <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. Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.</li> <li>2. Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Support children who may not be able to wash their hands thoroughly. Clearly display visuals of how to appropriately wash hands.</li> <li>3. Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Have a designated area within the classroom with a bin (with a lid), tissues and hand sanitiser.</li> <li>4. Cleaning frequently touched surfaces often in the day.</li> <li>5. Clean resources/toys that have been used often in the day.</li> <li>6. Set up a classroom/outdoor environment in a way that encourages social distancing for example resources and activities that are suitable for one child and games that allow for social distancing.</li> <li>7. Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</li> <li>8. When outside, consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</li> <li>9. Ensure any children with an EHCP that return to school have a risk assessment completed and shared with staff in the bubble and parents.</li> <li>10. Ensure any children with BSED that return to school have a risk assessment completed and share with staff in the bubble and parents.</li> <li>11. Ensure staff that are to assist with toileting needs are wearing appropriate PPE including apron, surgical mask and gloves. Ensure all staff know where these are placed in the toileting area, the items are disposed of correctly after use and wipe down the area after.</li> <li>12. If at risk of contamination to face due to spitting, vomiting etc- eye protection is to be worn alongside apron, mask and gloves. Ensure all staff are aware that this is kept and it is disposed of correctly after use.</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   |  | COVID-19 spreading in the school community  |     |            |
| Existing level of risk  |  |   |     |            |
| <b>HIGH</b>   |  | MEDIUM  | LOW | NEGLIGIBLE |
| How to manage it (control measures)   |  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |     |            |
| <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 Westminster Primary, mass testing of staff will take place twice a week (Sunday evening/Monday morning and Wednesday evening/Thursday morning) and staff will take these tests at home.</li> <li>Staff results sent to be entered on a Westminster spreadsheet and recorded by the person online. This will support identifying staff with positive results.</li> <li>Those with symptoms are also expected to order a test online or visit a test site to check and 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> |  |   |     |            |
| Remaining level of risk   |  | Consider level of risk following use of control measures  |     |            |
| HIGH  |  | <b>MEDIUM</b>   | LOW | NEGLIGIBLE |

|  |  |   |     |            |
|--|--|---|-----|------------|
| Issue that could cause harm  |  | Low uptake on taking tests  |     |            |
| Existing level of risk:  |  |   |     |            |
| <b>HIGH</b>  |  | MEDIUM  | LOW | NEGLIGIBLE |
| How to manage it (control measures)  |  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |     |            |
| <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 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> |  |   |     |            |
| Remaining level of risk  |  | Consider the level of risk following use of the above control measures  |     |            |
| HIGH   |  | <b>MEDIUM</b>   | LOW | NEGLIGIBLE |

# FCAT

## RISK MATRIX

Likelihood 

Impact 

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

# FCAT

## Authorisation by Risk Assessor and Headteacher

|  |  |            |                   |
|--|--|------------|-------------------|
| <b>OVERALL level of risk</b>   | Consider level of risk following use of control measures |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>  | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>Assessor's comments</b>   | Insert comments relevant to findings as appropriate      |            |                   |
| <ul style="list-style-type: none"> <li>The Risk assessment will be under review regularly and amended in conjunction with any new guidance received.</li> <li>Staff will be regularly reminded the need to follow all procedures. This will be monitored by SLT</li> </ul> |  |            |                   |

|                            |                              |                                |
|----------------------------|------------------------------|--------------------------------|
| <b>Name of assessor</b>    | <b>Signature of assessor</b> | <b>Date</b>                    |
| Roger Farley<br>Sue France |                              | 23 <sup>rd</sup> February 2021 |

|                             |                                  |                                |
|-----------------------------|----------------------------------|--------------------------------|
| <b>Name of Head teacher</b> | <b>Signature of Head teacher</b> | <b>Date</b>                    |
| Roger Farley                |                                  | 23 <sup>rd</sup> February 2021 |

|                                |                  |
|--------------------------------|------------------|
| <b>Risk assessment reviews</b> | Updated guidance |
|--------------------------------|------------------|