



## MANAGEMENT OF FEATHERSTONE ACADEMY PREMISES DURING COVID-19 FULL RE-OPENING RISK ASSESSMENT

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Date: 24 February 2021

Signed off by Responsible Person: Trust Board

Date:

Review Date: Live document (as per updates from Government)

The Prime Minister made a statement in the House on Monday 22<sup>nd</sup> February in which he introduced the Government's 'roadmap' and announced that schools and colleges will reopen to all students from Monday 8<sup>th</sup> March.

### Featherstone Academy

Potential Hazard	Details of Risk	Who/What may be harmed?	Control Measures	Risk Rating
Transmission of COVID-19 in Academy <b>(Applicable to all risks)</b>	Control of the virus and infection in Academies (overview)	All staff, students, visitors, community.	<p>Prevention of the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.</p> <p>Government Guidance states that: Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>	<p>Likelihood 2 (Unlikely) Consequence 3 (Moderate) = 6 (Low-Medium Risk)</p>

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum.

- Corridors and Circulation Spaces
  - Corridors marked out with social distancing indicators as a visual aid for staff and students.
  - A one-way system for movement is in place where possible for moving between year group bubbles to avoid crossing.
  - 2m line markings in ingress and egress.
  - Staggered break times, lunchtimes and start and finish times (see appendix).
- Organisation of teaching spaces
  - Year group bubbles located in areas to limited interaction between year group and reduced sharing of rooms as much as possible. (See appendix). Only movement is for specialist areas with cleaning scheduled between sittings.
  - Outside learning encouraged where possible and in line with curriculum content.
- Reconfiguration of classrooms.
  - Classrooms desks facing forward. Consistent seating plans and records kept.
  - Furniture removed/changed to reduce potential touch points.
  - Seating plans, identified for students and colleagues(including ISW supporting a student 1:1)
  - SEND support staff must wear a face covering if they are unable to work without maintaining social distancing of 2 metres.
  - Rotation of resources (where they can't be provided by the students) to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.

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|  |  |  | <ul style="list-style-type: none"> <li>• Ventilation – Ensure the academy is well ventilated and a comfortable teaching environment is maintained. <ul style="list-style-type: none"> <li>○ Air conditioning – 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>○ 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).</li> <li>○ Opening internal doors can also assist with creating a throughput of air where possible.</li> <li>○ Natural ventilation – where possible, and safe, external opening doors may be opened.</li> <li>○ Student school uniform considered in relation to warmth – Recommend base layers underneath shirts.</li> </ul> </li> <li>• Prioritising Provision <ul style="list-style-type: none"> <li>○ Adjustments made to the timetable to ensure students are in bubble classrooms unless specialist areas required - KS4 taking priority.</li> </ul> </li> <li>• The school day <ul style="list-style-type: none"> <li>○ Start and finish time staggered by 10 minutes per bubble. (See appendix)</li> <li>○ Bubble 3 starting at 8.15am and bubble 1 starting at 8.35am.</li> <li>○ Each bubble has its own set of toilets.</li> <li>○ Sanitising stations at every entry point and in each classroom, indoor area.</li> <li>○ Consultation with colleagues was, review and communication with whole staff.</li> <li>○ External social distance lines from each entry point to the academy.</li> <li>○ Students/parents received bespoke instruction via Microsoft teams.</li> </ul> </li> </ul> |  |
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			<ul style="list-style-type: none"> <li>○ Assemblies given via Microsoft teams to avoid mass gatherings.</li> <li>● Organisation of Year groups bubbles and teaching spaces             <ul style="list-style-type: none"> <li>○ The academy will be separated into three distinct bubbles.</li> <li>○ These bubbles will be comprised of the following students.</li> <li>○ Bubble 1 year 7 students (93 students)</li> <li>○ Bubble 2 years 8 and 9 (180 students)</li> <li>○ Bubble 3 years 10 and 11 (140 students)</li> <li>○ The Bubbles will occupy within separate areas of the academy and never mix.</li> <li>○ Each bubble will have identified teaching classrooms.</li> <li>○ Students will be advised to bring bottles of water.</li> </ul> </li> <li>● Prioritising Provision             <ul style="list-style-type: none"> <li>○ Pastoral and SEND support deployed both in school and virtually to support.</li> <li>○ Maintained encouragement of vulnerable students and disadvantaged students to attend.</li> </ul> </li> <li>● Break and Lunch             <ul style="list-style-type: none"> <li>○ Students to take break and lunches in bubbles.</li> <li>○ Staggered breaks and lunch in separate sections of the Dining hall.</li> <li>○ Alterations made to menu choices and systems to allow for quicker / easier distribution to students / flow through collection points.</li> <li>○ Disposable utensils.</li> <li>○ Catering staff remain in the kitchen / serving area and use entrance / exit off kitchen.</li> <li>○ Catering staff should observe the rules of if social distancing can't be met due to food hygiene and kitchen layout, Catering staff should wear face masks.</li> <li>○ Perspex protective shields in place on required points in dining room and main reception.</li> <li>○ Water fountains in student bubbles must be cleaned frequently and users must sanitise their hands before use.</li> </ul> </li> <li>● Movement around the academy</li> </ul>	
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|  |  |  | <ul style="list-style-type: none"> <li>○ Social distancing indicators as a visual aid for staff and students, one-way signs throughout.</li> <li>○ Each bubble has personal map which includes route, entry, exit and toilet facility we have called these zones and they are named after our core values Responsibility, Aspiration and Pride.</li> <li>○ Each year group bubble has their own suite of classrooms.</li> <li>○ External social distance lines from each entry point to the academy.</li> <li>○ Corridors divided where necessary for entry exit. Movement minimised – pastoral team and SLT to supervise change overs.</li> <li>○ Full signage throughout the academy</li> <li>○ Individual maps per student (see appendix)</li> <li>○ Movement minimised - No lesson changeover unless to specialist area, break or lunch – staff move to students</li> <li>○ Duty rota in place per pod to support effective movement.</li> <li>○ Internal doors to be kept open where appropriate to fire regulations. Mag doors/door retainers will release on activation of fire alarm.</li> <li>○ Temporary Marshalls to follow evacuation procedure.</li> <li>○ Adults must keep a social distance of 2m away from other adults wherever possible including in class, during supervision, at break times and moving around school.</li> <li>○ Lunch and break staggered and in different bubble areas per day. Enhanced cleaning throughout.</li> <li>○ Assemblies given via Microsoft teams to avoid mass gatherings – so do not take place in Main hall.</li> </ul> <ul style="list-style-type: none"> <li>● Staff workspaces and staff meetings <ul style="list-style-type: none"> <li>○ Staff room, give way system in place. Social distancing tape and signage.</li> <li>○ Allocated work rooms, cleaning stations available. Staff to take their own keyboard if they wish, but they must inform staff who are taking over in the classroom next so there is a key board present in each room.</li> <li>○ For shared touch points e.g door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers,</li> </ul> </li> </ul> |  |
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			<p>keyboards etc. follow the “If You Use It – Wipe It” principle with anti-viral wipes.</p> <ul style="list-style-type: none"> <li>○ Colleagues briefed as part of training</li> <li>○ Where it is deemed necessary for a ‘face to face’ staff meeting to be convened, this should take place in a well ventilated area where seats used MUST be 2 metres apart, to allow for stringent social distancing (note: proximity contacts – extended close contact within 1-2 metres for more than 15 minutes is deemed ‘close contact’ by PHE).</li> </ul> <ul style="list-style-type: none"> <li>● Staff and students will be trained and receive guidance on the changes to practice in light of COVID19 <ul style="list-style-type: none"> <li>○ Consultation with colleagues, review and communication with whole staff.</li> <li>○ Training of colleagues to take place frequently.</li> <li>○ Students/parents received bespoke instruction</li> <li>○ Staff reminded of medical conditions / needs of the students they are caring for e.g. allergies, asthma etc. Risk Assessments in place for individuals.</li> </ul> </li> <li>● Practical subjects <ul style="list-style-type: none"> <li>○ Minimise the use of musical instruments. If unavoidable so sharing of resource and at least 3 metres apart in a well-ventilated room.</li> <li>○ Peripatetic lessons via virtual resource, single use room.</li> <li>○ Music and performing arts to follow the DCMS performing arts guidance.</li> <li>○ PE – Students to be kept in consistent groups and outdoor sports should be prioritised where possible.</li> <li>○ PE lessons are timetabled as such, that changing rooms will be used by one class per day. Therefore, cleaning of the changing rooms will take place as normal, at the end of the academy day.</li> <li>○ Inside large indoor spaces used maximising distancing between students.</li> <li>○ Sports equipment that has been touched / handled cleaned between groups and students and staff should clean their hands before and after activities.</li> <li>○ Hand sanitiser to be used regularly during sporting activities.</li> </ul> </li> </ul>	
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|  |  |  | <ul style="list-style-type: none"> <li>○ Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Contact within those sports to be avoided.</li> <li>○ Science and DT lessons to be in line with latest CLEAPSS <a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a></li> <li>○ Science departments to ensure gas guards are set to switched off when practical lessons are not taking place. Hand sanitiser stations are positioned outside of the Science classrooms and must not be moved to inside the classrooms.</li> <li>○ Art equipment to be cleaned thoroughly or rotated on a 48 hour rotation (72 hours if plastic)</li> </ul> <ul style="list-style-type: none"> <li>● Marking <ul style="list-style-type: none"> <li>○ Staff can take books and other shared resources home if they can be cleaned. If not or if work is to be marked it should be left for at least 48 hours (72 hours for plastic) before and after marking,</li> <li>○ Paper work to be marked is placed in a plastic wallet that can be wiped down after collection or work and before handing work back to the students</li> <li>○ Alternatively, staff can wash hands or sanitise before marking work, at regular intervals throughout and after completing marking.</li> <li>○ Use of online or electronic assessments or individual worksheets for assessed work to be encouraged so the students can retain their exercise books for lessons.</li> <li>○ If students or staff have been displaying symptoms any work they have handled during that time should be left for at least 48 hours (72 if plastic).</li> </ul> </li> <li>● Displaying signs and posters around the premises as visuals outlining the Social Distancing, Personal Hygiene and changes to practice for ALL to see. <ul style="list-style-type: none"> <li>○ Hygiene signs at each entry point, and throughout academy. Handwashing advice at each handwash point.</li> <li>○ 'Catch it, kill it, bin it' signs in each classroom, alongside sanitising stations including tissues and sanitiser.</li> </ul> </li> </ul> |  |
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			<ul style="list-style-type: none"> <li>○ Social distancing indicators throughout, one-way signs throughout,</li> <li>○ External social distance lines from each entry point to the academy.</li> <li>○ Provision of hand sanitizer products, tissues, disinfectant cleaning products, gloves and paper roll in used classrooms, on regularly used corridors and in entrance areas such as reception.</li> <li>○ Enhanced daily cleaning.</li> </ul>	
	Safety equipment and health and safety arrangements to limit the spread of COVID 19	All staff, students, visitors, community.	<ul style="list-style-type: none"> <li>• Cleaning <ul style="list-style-type: none"> <li>○ Cleaning plan agreed with in house cleaning team.</li> <li>○ Additional day cleaners employed for toilets and touch points and in the event of a bubble crossover.</li> <li>○ Coordination of risk assessment from academy and cleaning team.</li> <li>○ Provision of hand sanitizer products, tissues, disinfectant cleaning product, gloves and paper roll in used classrooms, on regularly used corridors and in entrance areas such as reception.</li> <li>○ IT equipment cleaned between users if it cannot be kept for the sole use of an individual – wipes in each classroom.</li> <li>○ Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.</li> <li>○ Dedicated provision of cleaning products in each classroom / work area.</li> <li>○ Cleaning carried out using standard cleaning chemicals/disinfectant and / or anti-viral wipes and sprays.</li> <li>○ Follow the COVID-19: cleaning of non-healthcare settings guidance. Trust COVID cleaning risk assessment also available <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">.https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>○ No visitors to the academy without appointment. Drop off of essential items via reception bubble.</li> </ul> </li> <li>• Toilets <ul style="list-style-type: none"> <li>○ Staff and student toilets clearly signposted.</li> <li>○ Toilets cleaned regularly.</li> </ul> </li> </ul>	Likelihood 2 (Unlikely) Consequence 3 (Moderate) = 6 (Low-Medium Risk)

			<ul style="list-style-type: none"> <li>○ Students encouraged to clean their hands thoroughly after using the toilet, visual signs to support.</li> <li>○ Hand sanitiser stations outside toilets.</li> <li>○ Students use toilet closest to bubble / lunch area.</li> </ul> <ul style="list-style-type: none"> <li>● Hygiene and handwashing             <ul style="list-style-type: none"> <li>○ Signage, message boards and hand sanitiser on entry, and across the academy reinforcing requirement to/how to wash hands.</li> <li>○ Alternate cubicles/taps used.</li> <li>○ Provision of hand sanitizer products, tissues, disinfectant cleaning products, gloves and paper roll in used classrooms, on regularly used corridors and in entrance areas such as reception.</li> <li>○ ‘Catch it, kill it, bin it’ approach routinely exercised through the academy.</li> <li>○ Limited shared resources – students/teachers to bring their own equipment. Forgotten equipment, new provided and kept.</li> <li>○ Students can take resources such as library books, home as long as they are quarantined for 48 hours (72 if plastic) on their return if they cannot be cleaned.</li> </ul> </li> <li>● Clothing/ fabric – not wearing clean clothes each day may increase the risk of the virus spreading.             <ul style="list-style-type: none"> <li>○ Policies agreed prior to the academy opening in relation to uniform/business dress.</li> <li>○ Expectations and guidance communicated to parents.</li> <li>○ Fabric chairs to be removed from circulation where possible – plastic school chairs to be used. Where fabric chairs are still in place (eg. in staff rooms/offices/meeting rooms) they will be cleaned with fabric anti-bacterial cleaning spray.</li> <li>○ Students will be required to remove any outdoor outerwear/clothing upon arrival at the academy in line with uniform procedures, placing it in their bag if possible. If it is not possible to place it in their bag then it should be stored in a suitable location separate from other student’s possessions to avoid cross contamination.</li> </ul> </li> </ul>	
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			<p>symptoms of coronavirus. <i>(It is anticipated settings will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a pupil or to staff members who have developed symptoms at their setting where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits).</i></p> <ul style="list-style-type: none"> <li>○ Whilst awaiting pick up students/staff isolated in a separate area, outside if possible. If not with a closed door (and preferably an open window).</li> <li>○ Students supervised whilst this takes place, face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If they need to use the bathroom before being collected it must be cleaned and disinfected before any other use is permitted.</li> <li>○ If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</li> <li>○ Thorough hand washing and sanitiser must be used after dealing with someone who is unwell and are thoroughly cleaned.</li> <li>○ The area around the person with symptoms must be cleaned with normal household disinfectant or bleach if available, after they have left to reduce the risk of passing the infection on to other people.</li> <li>○ If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>○ Where the initial child, young person or staff member with symptoms tests negative, they can return to their setting and the fellow household members can end their self-isolation.</li> <li>○ Where a contact traced child, young person, or staff member tests negative following the development of symptoms they will need to continue self -isolating until 10 days after symptoms have started. Fellow household members can end their self-isolation.</li> <li>○ Where the child, young person or staff member tests positive, PHE will be contacted for advice to determine if it is necessary</li> </ul>	
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			<p>to consider collapsing any student 'bubbles' and if any staff and/or students should sent home and advised to self-isolate for 10 days.</p> <ul style="list-style-type: none"> <li>○ 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. Inform LA.</li> <li>○ If settings have 1 or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, it is possible that there is an outbreak.</li> <li>○ Continue to work with local authority health protection team who will be able to advise if additional action is required.</li> <li>○ In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice.</li> <li>○ If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves or the students or staff member subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</li> <li>○ Additional enhanced cleaning of areas those students/staff members have been in contact with.</li> <li>○ Clear recording system in place</li> </ul> <ul style="list-style-type: none"> <li>● Communication with parents/colleagues <ul style="list-style-type: none"> <li>○ Parents and colleagues receive clear communications informing them of current government guidance on action to take should anyone display symptoms – including the arrangements should that happen in school.</li> <li>○ This to be part of training with colleagues and students in advance virtually.</li> <li>○ Daily communication update to continue.</li> <li>○ Academy websites to be updated with current guidance</li> </ul> </li> </ul>	
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|  |  |  | <ul style="list-style-type: none"> <li>• First Aid/Designated Safeguard Leads <ul style="list-style-type: none"> <li>○ First aid is up to date, but 3-month extension has been given.</li> <li>○ Additional training/communication in place for first aiders.</li> <li>○ Designated first aid room / classroom identified with social distancing measures and PPE available.</li> <li>○ Subsequent cleaning available each day.</li> <li>○ Individual risk assessment for students with medical needs.</li> <li>○ Staff reminded of medical conditions / needs of the students they are caring for e.g. allergies, asthma etc.</li> </ul> </li> <br/> <li>• PPE Provision <ul style="list-style-type: none"> <li>○ Government guidance communicated</li> <li>○ PPE usage (first aid/DSL/positive handling) training completed</li> <li>○ Colleagues reminded that wearing gloves should not replace handwashing.</li> <li>○ According to government guidance, wearing a *face covering or face mask in schools or other education settings is compulsory, when moving around, such as in corridors and communal areas where social distancing is difficult to maintain. In addition, it is now recommended, 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.</li> <li>○ Face coverings do not need to be worn outside where social distancing can be maintained.</li> <li>○ Staff trained in safe wearing and removal of face coverings, sanitising before and after touching and storing in a plastic sellable bag. Visual reminders throughout.</li> <li>○ If staff feel more comfortable wearing a visor in the classroom and it is not detrimental to learning, this is acceptable and will be supported by the Trust but only when two metre distancing is observed – face coverings must be worn in addition to visors where 2m cannot be maintained. Where a social distance cannot be maintained. Masks and visors are to be worn on the corridors and all areas outside the classroom and inside the classroom where distance cannot be maintained.</li> </ul> </li> </ul> |  |
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			<ul style="list-style-type: none"> <li>○ Where a student may rely on lip reading of staff due to hearing difficulties or deafness, staff may wear a visor as long as a 2m distance is maintained.</li> <li>○ A contingency supply of face coverings will be made available for those who have forgotten or soiled their own.</li> </ul> <ul style="list-style-type: none"> <li>● Home Visits <ul style="list-style-type: none"> <li>○ According to government guidance any staff members completing any home visits should not require PPE and should instead comply with social distancing measures as set out by the government guidance.</li> <li>○ However, to support staff welfare any staff member completing home visits who feels they require PPE can contact their management leader to discuss their individual requirements. Staff completing home visits can also be issued with cleaning materials and sanitiser, if required, to support good hygiene routines.</li> </ul> </li> </ul> <p>Administration of medicines (such as epi-pens) and first Aid involving contact should only to be administered by staff if absolutely necessary. Full PPE must be worn by staff in such instances. This includes facemasks and shields, rubber gloves and plastic aprons. We will endeavour to wear PPE for urgent/emergency first aid and medical administration cases (which requires contact with individual) so far as is reasonably practicable.</p> <p>If a student becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <ul style="list-style-type: none"> <li>● Record Keeping <ul style="list-style-type: none"> <li>○ Records kept of students and staff in each bubble, and any close contact that takes places between students and staff in different groups.</li> </ul> </li> </ul>	
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	Maximising social distancing measures.	All staff, students, visitors, community.	<p>Social distancing of 2 metres should be maintained for staff <b>so far as is reasonably practicable</b>. Students to be encouraged to maintain a distance where possible and not touch staff or their peers at any time.</p> <ul style="list-style-type: none"> <li>● Student Behaviour <ul style="list-style-type: none"> <li>○ Clear messaging to students on the importance and reasons for social distancing between bubbles and wherever possible. Reminders on visual aids and floor markings.</li> <li>○ Colleagues observing social distancing – role models</li> <li>○ Movement minimised – teachers to classes.</li> <li>○ External social distance lines from each entry point to the academy.</li> <li>○ Training in place for students in advance virtually, on first entry to the building.</li> <li>○ Addendum to PD policy – communicated to colleagues, students and parents</li> <li>○ Isolation in the KS3 and KS4 isolation units – soft lines between bubbles, bubbles at least 2 metres apart. Well ventilated room.</li> <li>○ Detentions will take place within allocated rooms in bubbles</li> <li>○ The use of face coverings in communal areas where it is more problematic to maintain social distancing.</li> <li>○ Students trained in safe wearing and removal of face coverings, sanitising before and after touching and storing in a plastic sellable bag. Visual reminders throughout.</li> </ul> </li> <li>● Classrooms and teaching spaces <ul style="list-style-type: none"> <li>○ Classrooms based in bubbles each day (see appendix)</li> </ul> </li> </ul>	Likelihood 2 (Unlikely) Consequence 3 (Moderate) = 6 (Low-Medium Risk)

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|  |  |  | <ul style="list-style-type: none"> <li>○ Excess furniture removed from classroom where necessary.</li> <li>○ Seating plans, identified for students and colleagues.</li> <li>○ Students sat side by side and facing forwards in classrooms.</li> <li>○ Staff maintain distance from students, 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 students – where possible.</li> <li>○ Close face to face contact avoided and time spent within 1 metre of anyone minimised.</li> <li>○ Large gatherings, where possible avoided, assemblies delivered virtually.</li> <li>○ Enhanced cleaning throughout the day</li> <li>○ Deep clean daily.</li> <li>○ Regular review of arrangements</li> </ul> <ul style="list-style-type: none"> <li>● Movement around the academy <ul style="list-style-type: none"> <li>○ Social distancing tape throughout, one-way signs throughout.</li> <li>○ External social distance lines from each entry point to the academy.</li> <li>○ Corridors divided where necessary for entry exit.</li> <li>○ Staff maintain distance from students, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from students – where possible.</li> <li>○ Close face to face contact avoided and time spent within 1 metre of anyone minimised.</li> <li>○ Full signage throughout the academy</li> <li>○ Sanitisers in every classroom and on entry and exit points, toilets and in corridors.</li> <li>○ Individual maps per student and staff member</li> <li>○ Movement minimised – No lesson changeover - staff move to students (other than to specialist areas)</li> <li>○ Duty rota in place to support effective movement.</li> <li>○ Internal doors to be kept open where appropriate to fire regulations. Mag doors/door retainers will release on activation of fire alarm.</li> <li>○ Temporary Marshalls to follow evacuation procedure.</li> </ul> </li> </ul> |  |
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|  |  |  | <ul style="list-style-type: none"> <li>• Breaks and Lunch times           <ul style="list-style-type: none"> <li>○ Bubbles have staggered breaks.</li> <li>○ Morning break runs during period 3. Bubble 3, then bubble 2 and then bubble 1.</li> <li>○ Breaks last 17 minutes.</li> <li>○ All students in the dining must remain seated in designated areas unless they are waiting for food or going to the toilet.</li> <li>○ Students are allowed outside on the MUGA with accompanied staff. Entrance / exit doors will be cleaned in between each break.</li> <li>○ Students may not eat outside and only use the one entrance to go out and come back in to the academy.</li> <li>○ Dining hall to be split into 3 areas allowing areas to be cleaned before the next bubble arrives.</li> <li>○ Students will return to lessons 3 minutes before the bell rings to reduce the number of students on corridors at any one time.</li> <li>○ Hygiene, appropriate distribution of litter will be a daily focus for the pastoral team and SLT to monitor.</li> <li>○ Year groups will have designated times during both break and lunch times as to when they can go and collect food from the canteen.</li> <li>○ Queuing areas will be marked out and staff will supervise this process daily.</li> </ul> </li> <li>• Toilets           <ul style="list-style-type: none"> <li>○ Each teaching bubble has a bespoke set of toilets.</li> <li>○ Queuing lines have been established 1m+ apart outside toilets.</li> <li>○ Alternate cubicles and taps used, signage and duty point established.</li> <li>○ Students trained</li> <li>○ Daily cleaners monitoring and cleaning toilets throughout the day, checking hand wash, cleaning touch points, emptying bins.</li> <li>○ Hand dryers – downward air flow permitted so not disconnected.</li> <li>○ Maximum 1 students in toilets at one time.</li> <li>○ Staff to inform on call if a student goes to the toilet during lesson, this should be in emergencies only.</li> </ul> </li> </ul> |  |
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			<ul style="list-style-type: none"> <li>○ At lunch times students are all able to use the toilets in the dining hall. These are to be cleaned in between each break and</li> <li>• Reception Area <ul style="list-style-type: none"> <li>○ Social distancing markings are clear on the floor.</li> <li>○ One in one out into the air lock, air lock screen in place</li> <li>○ Deliveries to air lock collected and distributed by site colleagues.</li> <li>○ Parents – by appointment only</li> </ul> </li> <li>• Arrival and departure to school <ul style="list-style-type: none"> <li>○ Line marking in place externally</li> <li>○ Duty points</li> <li>○ Communication to parents re drop off and pick up</li> <li>○ Removal of face coverings if worn, students encouraged not to touch the front of the face covering.</li> <li>○ Sanitise hands on entry.</li> </ul> </li> <li>• Transport <ul style="list-style-type: none"> <li>○ Guidance in place for students taking public transport. Face coverings provided where needed.</li> <li>○ Bus companies consulted with in relation to social distances and provision for students.</li> <li>○ The Academy will request a seating plan from the bus transport company where required.</li> </ul> </li> <li>• Staff workspaces <ul style="list-style-type: none"> <li>○ Staff room, give way system in place. Social distancing tape and signage.</li> <li>○ Allocated work room – set desk daily, excess furniture removed.</li> <li>○ Colleagues briefed as part of training.</li> </ul> </li> </ul>	
Operational issue	Arrangements in the event of emergency evacuations	All staff, students, visitors, community.	<ul style="list-style-type: none"> <li>• Fire procedures reviewed and revised to maintain social distance and safe emergency evacuation. <ul style="list-style-type: none"> <li>○ Temporary Marshalls trained</li> <li>○ Roles and responsibilities reviewed and communicated</li> </ul> </li> </ul>	Likelihood 1 (Very Unlikely)

			<ul style="list-style-type: none"> <li>○ Routes as usual from classroom allocated.</li> <li>○ Social distance in muster point identified and marked.</li> <li>○ Communicated to all parties.</li> <li>○ Fire evacuation drill in place by year group as soon as practicably possible.</li> </ul>	<p>Consequence 5 (Catastrophic) = 5 (Low-Medium Risk)</p>
	Vulnerable students and staff <i>Including staff availability</i>	All staff, students, visitors, community.	<ul style="list-style-type: none"> <li>● Students with underlying health conditions <ul style="list-style-type: none"> <li>○ Parents provided with clear updated guidance regularly – currently If a student or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education setting.</li> <li>○ Parents reminded to make academy aware of any changes to underlying health conditions, school seek and act upon guidance.</li> <li>○ Risk Assessments for individual students, where in place will be reviewed (including for any student who is pregnant, taking into account their increased vulnerability at 28 weeks and beyond, where consideration will be taken for them to be educated remotely from home) taking this risk assessment into account.</li> <li>○ Robust live record keeping in place.</li> </ul> </li> <li>● Colleagues with underlying health conditions <ul style="list-style-type: none"> <li>○ Full records of colleagues with underlying health conditions and vulnerability groups in place.</li> <li>○ Medical advice sought if necessary.</li> <li>○ Colleagues clear about definitions associated categories and the relevant medical guidance.</li> <li>○ All colleagues with underlying health conditions working in line with national guidance.</li> <li>○ Robust live record keeping in place.</li> </ul> </li> <li>● Colleagues who are pregnant and those in their third trimester (28 weeks onwards)</li> <li>● An individual risk assessment will be in place for all pregnant colleagues.</li> </ul>	<p>Likelihood 2 (Unlikely) Consequence 4 (Major) = 8 (Low-Medium Risk)</p>

			<ul style="list-style-type: none"> <li>• A colleague who is pregnant with an underlying health condition which falls under the CEV category will be required to shield in line with current Government Guidance.</li> <li>• When a pregnant colleague enters their third trimester from 28 weeks and beyond, the Trust Board have agreed they can work from home.</li> <li>• Individual Risk Assessments – Clinically/Extremely Vulnerable/BAME: Employees and Students <ul style="list-style-type: none"> <li>○ Individual Risk Assessments are in place for all employees and students, who fall into any of these categories. These will be reviewed on a regular basis.</li> <li>○ Staff and Students who are categorised as clinically extremely vulnerable are advised not to attend the academies during the lockdown periods. Academies will make appropriate arrangements for student to be able to continue their education at home.</li> <li>○ Staff and students who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend.</li> </ul> </li> </ul>	
Mental Health of students and colleagues may have been adversely affected	Students' and mental health has been adversely affected during the period the schools has been closed		<ul style="list-style-type: none"> <li>• Student support <ul style="list-style-type: none"> <li>○ 4-day contact questionnaires completed with all students – CPOMS recording any concerns.</li> <li>○ Virtual tutorials introduced 1-1 with form teacher.</li> <li>○ Wellbeing bulletins issued every three weeks to students and parents.</li> <li>○ Daily communication with parents.</li> </ul> </li> <li>• Colleague support <ul style="list-style-type: none"> <li>○ Colleagues encouraged to focus on well-being – buddy system in place.</li> <li>○ Training day in place to ensure familiarisation of plans.</li> <li>○ Daily emails from SLT to support well-being.</li> <li>○ Weekly full school briefing, weekly department meeting.</li> <li>○ Individual RA where necessary.</li> <li>○ HR signpost to support.</li> <li>○ The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></li> </ul> </li> </ul>	Likelihood 1 (Very Unlikely) Consequence 4 (Major) = 4 (Low-Medium Risk)

			<ul style="list-style-type: none"> <li>• Bereavement support <ul style="list-style-type: none"> <li>○ Trained colleagues in school to offer virtual support where necessary</li> <li>○ HR signpost to support.</li> </ul> </li> </ul> <p>Student attendance will be closely monitored in line with existing procedures with additional support from the MAT where required if there is a sudden dip in attendance.</p>	
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#### OTHER CONSIDERATIONS:

##### **Sources:**

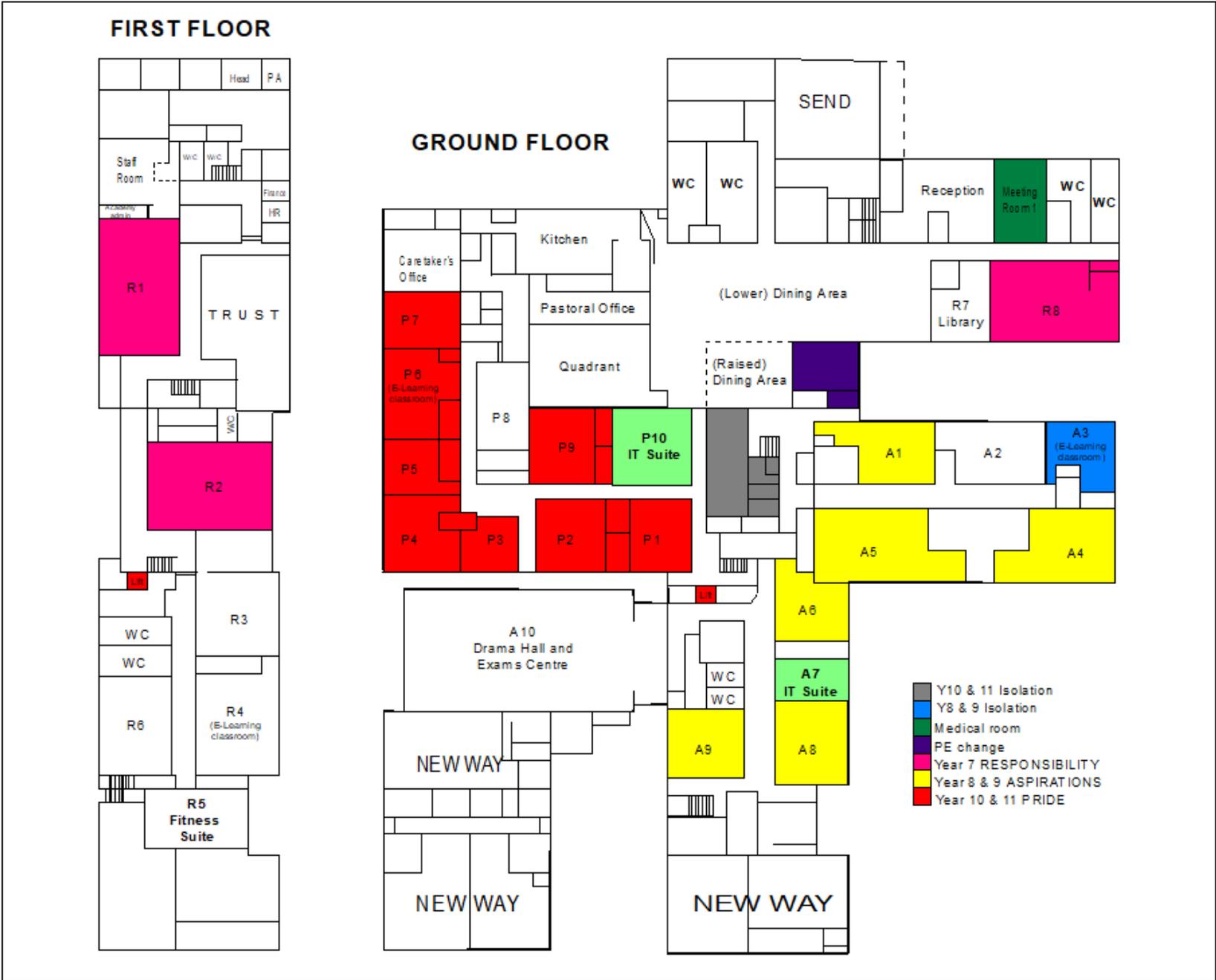
##### **Government guidance:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/963541/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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Appendix 1 – Bubble



## Appendix 2 – Staggered Times

## Testing schedule:

Day	Mon 8 March	Tue 9 March	Wed 10 March
Arrival Time			
8.00am	Form 11.1	Form 9.1	Form 7.1
8.15am		Year 11/10 to attend as normal	
8.20am	Vulnerable/Critical Worker Children Year 9/8/7 only	Vulnerable/Critical Worker Children Year 7 only	Year 9/8 to attend as normal
8.30am	Form 11.2		
9.00am	Form 11.3	Form 9.2	Form 7.2
9.30am	Form 10.1		
10.20am			Y7 students not being tested
10.30am	Form 10.2	Form 9.3	Form 7.3
11.00am		Form 8.1	
11.30am	Form 10.3		
12.00pm		Form 8.2	
12.20pm	Y11/10 students not being tested	Y9/8 students not being tested	
13.00pm		Form 8.3	

## Start and finish times.

- Bubble 3 8.15am – 2.40pm Front gate, entrance A, exit A
- Bubble 2 8.25am – 2.30pm Front Gate, entrance B, exit B
- Bubble 1 8.35am – 2.20pm Front Gate, entrance C, exit C

## Appendix 3 – Local Authority Notification Procedure

<http://www.local.gov.uk/about-the-council/coronavirus-information>

## COVID-19 PROCEDURE

The diagram below identifies the procedure for individuals (adults and students) and their households should they become unwell or if they are sent home because they have been in contact with someone who is ill. If there is one confirmed positive test (staff or student) the academy will contact the local health protection team. This team will also contact the academy directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will provide definitive advice on who must be sent home.

### A person with symptoms

If a person becomes unwell with a new, continuous cough or a high temperature, or has loss of, or change in, their normal sense of taste or smell, then they will be sent home, asked to arrange a test and to self-isolate for at least 10 days.

If a person becomes unwell with a new, continuous cough or a high temperature, or has loss of, or change in, their normal sense of taste or smell, then other members of their household should self-isolate for 10 days from when the symptomatic person first had symptoms.

If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.

If a person with symptoms tests positive, then other members of their household should self-isolate for 10 days from the day **after** the symptomatic person first had symptoms. If anyone else in the household starts displaying symptoms, they need to stay at home for at least 10 days from the day after their symptoms appear, regardless of what day they are on in their original isolation period.

### A person who is sent home because they have been in \*close contact with someone who has tested positive.

The Health Protection Team will provide definitive advice on who must be sent home. A person who has been in \*close contact with someone who has tested positive will be sent home and asked to self-isolate for 10 days.

If a person has been in \*close contact with who has tested positive and is sent home to self-isolate for 10 days, then their household does not need to self-isolate, unless the person who is self-isolating subsequently develops symptoms.

If a person has been in contact with who has tested positive subsequently develops symptoms themselves within their 10-day isolation period, then they should stay at home and get a test.

If the test delivers a negative result, then they must remain in isolation for the remainder of the 10-day isolation period as they still could get symptoms after being tested.

If the test delivers a positive result, then they should inform their school immediately, and must isolate for at least 10 days from the day **after** the symptomatic person first had symptoms

If the test delivers a negative result, their household can stop self-isolating if they do not have symptoms.

If the test delivers a positive result, then their household should self-isolate for at least 10 days from the day **after** the symptomatic person first had symptoms

\*Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

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## RISK ASSESSMENT GUIDANCE

### RISK ASSESSMENT

A Risk Assessment is a means of making sure that risks are managed with suitable and cost effective control measures. Assessing risks allows you to prioritise the action you take to control them.

### HAZARD

A Hazard is anything that has the potential to cause harm.

### HAZARDOUS EVENT

A hazardous event takes place when someone or something interacts with the hazard and harm results.

### LIKELIHOOD

Likelihood is a measure of the chance that a hazardous event will occur.

### CONSEQUENCE

Consequence is the possible outcome of the hazardous event. E.g. Damage or harm

### RISK

The risk is a combination of the likelihood of a hazardous event occurring and the possible consequence of the event

***RISK = Likelihood x Consequence***

### RISK MATRIX

By measuring the likelihood and consequence of a hazardous event, each hazard can be given a risk rating. See table below:

**Likelihood**

1. **Very Unlikely** chance of hazardous event happening
2. **Unlikely** chance of hazardous event happening
3. **Fairly Likely** chance of hazardous event happening
4. **Likely** chance of hazardous event happening
5. **Very Likely** chance of hazardous event happening

**Consequence**

1. **Insignificant** – No Injury
2. **Minor** – Minor injuries possibly needing first aid
3. **Moderate** – Moderate injuries possibly needing further medical attention
4. **Major** – Major injuries resulting in hospital care
5. **Catastrophic** – Threat to life

**Risk Matrix Guidance**

**1 – 4 Accept**

No further action, but ensure that controls are maintained

**5 – 9 Improve**

Look to improve at next review

**10 – 16 Mitigate**

Look to improve within specified timescale

**17-25 Remove**

Stop activity and make immediate improvements

