



GREENWOOD  
ACADEMIES TRUST

# COVID-19 Revised Operating Procedures

March 2021 - Primary and Special Academies

BISHOP CREIGHTON ACADEMY

Completed by: V Redhead, Principal

Date: April 2021



## **Covid-19 Revised Operating Procedures**

### **General Notes**

These revised Operating Procedures are a development of the Trusts previous Operating Procedures (V1.6) which were based on limited attendance of pupils and staff on our Academy sites. Following revised UK Government guidance and the requirement for Academies to reopen to all pupils from September, these revised Operating Procedures replace all previous versions and will be supported by revised/updated Coronavirus Risk Assessment Templates where required. Like the previous Operating Procedures, all staff briefings from Principals/Directors will be required.

The Revised Operating Procedures are not meant to be used without the full suite of 'fully open' [Covid 19 Risk Assessments](#) first having been reviewed by Principals to be site specific and communicated to all staff. The Operating procedures are meant to assist compliance with the requirements of the Risk Assessments. If after reviewing the Covid-19 Risk Assessments any aspects of the Revised Operating Procedures require amendment for safe operation, then this should be recorded. **These Operating Procedures and Covid – 19 Risk Assessments are not a replacement for existing Risk Assessments they are supplementary.**

When combined, these constitute the Trust's response to UK Government guidance to support full reopening of Schools and Academies and are designed to keep staff, pupils and visitors safe whilst operating an Educational Facility. In drawing up these new arrangements, the Trust has consulted with Trades Union through our agreed arrangements and Employee Reps on the Trust Health and Safety Committee and The Trust Board.

**These Revised Operating Procedures must be in place to facilitate the opening of academies in support of the UK Government guidelines to welcome back all pupils.**

Academy Principals, SLT and Site Staff must read the documentation before attending site after the summer break in order that they are familiar with the instructions and able to Operate Safely ahead of the measures and Risk Assessments being completed.

### **Purpose**

The purpose of the Revised Operating Procedures is to facilitate the full reopening of Trust Academies, **only** in accordance with the guidance issued by the UK Government. Any attempt to operate provision outside the scope contained in the guidance will leave the



Trust and individuals exposed to potential prosecution as it will be operating outside of any nationally recognised advice or scientific evidence.

The full UK Government guidance can be found here:

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

## Status

No one in the Trust would want a colleague, pupil or visitor to become ill as a result of attending one of our sites and it is everyone responsibility to ensure that does not happen, if we fail in that responsibility the consequences could be life-threatening.

These Operating Procedures, Risk Assessments and the smartlog training are a combined series of Management Instructions. This means that compliance is compulsory. Failure to follow these instructions will result in individuals and ultimately their families being at risk of infection and therefore disciplinary action will be taken for any non-compliance.

## Risk Assessments

The revised guidance from the UK government places greater emphasis on the security of extended bubbles. Although 2m distancing is recommended between adults and adults/pupils and 1m distancing between pupils, the guidance recognises that this not always possible. The guidance used language like **'try'**, **'ideally'** and **'should'**. In addition the HSE issued guidance on COVID-19 Risk assessments on 2 July which advises **'Keep work areas 2 metres apart and allocate one person only to each work area. If this is not possible, then keep the number of people in each work area as low as possible'**

It is therefore vitally important that you have robust Risk Assessments in place to identify measures where distancing can be maintained they are implemented in order to minimise and/or mitigate when it can't.

## HSE

The Government have increased the HSE funding by around 10% in order for them to increase capacity to provide support and guidance to employers to meet the requirements to continue operations. In addition, this funding will be used to increase the level of workplace inspections to ensure compliance with the Coronavirus guidance and protective measures.

Failure to complete a risk assessment which takes account of COVID-19, or completing a risk assessment but failing to put in place sufficient measures to manage the risk of COVID-19, could constitute a breach of health and safety law. The actions the enforcing authority can take include the provision of specific advice to employers to support them to achieve the required standard, through to issuing enforcement notices to help secure improvements.

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Serious breaches and failure to comply with enforcement notices can constitute a criminal offence, with serious fines and even imprisonment for up to 2 years.

### **RIDDOR reporting**

The HSE have revised RIDDOR guidance so that incidences of Coronavirus are now RIDDOR reportable if there is a reasonable evidence that it was caused by exposure at work: <https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm>  
This places greater emphasis on our protective measures to keep people safe and avoid transmission.

### **Health and Safety Committee/Trades Union Consultation**

The Trust has consulted with and shared all revised Operating guidance with the Health and Safety Committee which comprises local Union and Employee reps and has had wider dialogue with all Trades Unions.

### **Trust Board/Senior Leadership Team**

The Revised Operating Procedures are supported and endorsed by the Trust Board and the Senior Leadership Team.

### **Programme for Reopening**

UK Government guidance has indicated a reopening to all pupils in September for primary academies and secondary academies, however, the Trust envisages that Principals may wish to consider a phased approach to full reopening, to enable staff and students to orientate themselves with the revised Operating Procedures and the increased occupancy/demands on facilities/infrastructure. Full reopening is also dependent on assurance that all of the measures and requirements of these Operating Procedures are embedded into practice.

### **Outline timetable – Approval of OPs/RAs**

- 6 July - draft Operating Procedures shared with SLT
- 7 July - draft shared with Unions, Health and Safety Committee, Trust Board
- 7 July – approved Operating Procedures shared with Principals
- 8 – 15 July - revised RAs, Guidance etc developed and shared with H&S reps
- 8 July - Principals Q&A

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If Principals do not propose amendments and have not elected to take any of the optional decisions where indicated then they should confirm this within the OPs and then complete the required site specific RAs

If Principals have proposed amendments then these should be submitted by 10 July for consideration, following approval or otherwise OPs should be updated and the required site specific RAs completed – all proposed amendments should be described in the OPs and highlighted in **red text for ease of identification**

If Principals choose to make a local decision where this is indicated as permissible then this should be demonstrated in the OPs with a description of the decision in **red text for ease of identification** and supported by Risk Assessment. Until this is complete these decisions will not be supported.

13-15 July Amendments approved/declined

8 July – 13 July Academy specific RAs completed

By 16 July – Academy specific Risk Assessments and Approved Operating Procedures shared with Unions/ All staff and training plans/briefings scheduled for beginning of term

By 17 July publish Risk Assessments (**This is an HSE requirement**) and Operating Procedures on Academy Website

### **Implementation of Protective Measures etc identified in Risk Assessments**

20 July – end of summer break, additional protective measures for 1m plus implemented (PPE/Screens etc)

### **Prior to reopening**

Phase 1 After first reviewing this document and associated Risk Assessments, Principals, SLT, Site Managers H&S Contact and rep review preparations, walk through arrangements, revise and update risk assessments to be site specific, seek approvals for variations to Operating Procedures, complete readiness for opening statement or issue delay notice.



Phase 2 All staff (inc SLT) review all Operating Procedures, Risk Assessments and Guidance. All Trust employees will be required to confirm that they have read the Operating Procedures and Risk Assessments and that they have had an opportunity to ask questions at a Principals briefing (on-line), groups of staff start return to work (only those required to be on site) in accordance with new procedures.

Principals hold staff briefings either on Teams or in small groups social distancing, letter to parents outlining the approach and new procedures. We understand that Principals may choose to use INSET for this.

### **On reopening**

All primary pupils will return to site. (Phased by year group if required). Principals should ensure that all pupils are clear and understand the revised Operating Procedures insofar as they impact them. This should be undertaken on their first day of attendance.

### **Principal's Role**

Principals are required to undertake a number of actions to enact these Operating Procedures all of which must be in place before any Academy is approved for reopening.

- Conduct a full site inspection with the Site Manager and H&S Contact and rep to confirm readiness to open
- Review all Risk Assessments and guidance and ensure appropriate modifications are made to ensure they are site specific  
[purple text for ease of identification](#)
- Complete the Principal's section of the revised operating procedures document
- Ensure and document that all staff have read and understood Risk Assessments and the Operating Procedures
- Ensure all staff have who have not previously completed the Smartlog training (as they haven't previously attended site or are new starters) and hold a staff briefing session before receiving any pupils.
- Ensure the site specific Risk Assessment (once completed) is signed and uploaded to smartlog.



## **Access to Site**

Staff will be issued with an email to confirm they have completed the smartlog training module and reviewed the Operating Procedures/Risk Assessments via an MS Form. Without this evidence there will be no access to site.

## **Access outside of term time**

If Principals or staff require access to their site during the summer break then this should be arranged with site staff. However, access should be managed in a way which is consistent with these Operating Procedures and in a manner where hygiene/cleaning is maintained. **BCA: Staff may not access the site outside of term time without permission from the principal**

## **Weekly Assurance**

Each morning before opening for the day, the Site Staff will conduct a site inspection to ensure that all protection measures within their control as set out in the Risk Assessments are in place and the site is ready for operation. Principals are responsible for ensuring all other controls including e.g. classroom layouts, social distancing, etc. are complied with on an ongoing basis.

In addition, Principals will conduct a **half termly** assurance return to the Trust, following a site walk with the H&S Contact, rep and the Site Manager, with a read out of daily inspections, a review of the Risk Assessment in practice and any modifications made/proposed.



## BEFORE OPENING

All staff

| Issue                          | How we're addressing it  | Confirmed Y/N |
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| <b>Reopening to all pupils</b> | <p>The current UK Government guidance requires us to develop plans to reopen to all pupils from 8 March, all pupils should attend school. School attendance is mandatory.</p> <p>This is a significant increase in footfall within our Estate and will require further measures to ensure we are able to continue to keep staff and pupils safe, whilst providing facilities to deliver and support learning.</p> <p>Guidance now makes it possible to operate entire year groups as bubbles and Principals will be able to operate in this way or retain the specific class bubbles, provided the integrity of the Operating Procedures can be maintained. Wherever possible the size of bubbles should be minimised (class groups rather than year groups) <a href="#">BCA: We operate in class group bubbles</a></p> <p>The government have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop latest guidance (Feb 2021). Based on the recent ONS data, the risks to education staff are similar to those for most other occupations.</p> <p>Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants. We are further strengthening the measures, to provide more reassurance and to help decrease disruption the virus causes to education.</p> <p>Adults should continue to maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> | Y             |





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| <b>Asymptomatic testing</b>         | <p>Rapid testing remains a vital part of the governments plan to suppress this virus.Primary schools should follow the <u>Primary schools, school-based nurseries and maintained nursery schools</u> guidance.</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p>Staff in primary schools will continue to test with LFDs twice a week at home.</p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>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. Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus. It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p> <p>A risk assessment is in place for distribution and storage of Lateral Flow Tests.</p> <p>BCA: Staff test on a Monday and Thursday. Results are reported to the principal by 8.00am via MS Form. Staff should also report their result to NHS <a href="#">Report a Covid-19 test result</a></p> |  |
| <b>Self isolation and shielding</b> | <p>Although shielding ends from 1 April CEV staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</p>  |  |



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|  | <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> <li>• have symptoms or have had a positive test result</li> <li>• live with someone who has symptoms or has tested positive and are a household contact</li> <li>• are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.</p> <p>Schools should request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p> <p>Schools are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19). Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> |          |
| <p><b>DfE MUST</b><br/> <b>Potential cases of COVID-19 -</b><br/>         minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who</p> | <p>Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p><b>Pupils, staff and other adults must not come into the school if:</b></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> </ul>   | <p>Y</p> |



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| <p>have someone in their household who does, do not attend school</p> | <ul style="list-style-type: none"><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>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). 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 selfisolating they will need to restart the 10 day isolation period and book a test. 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>If a child is awaiting collection, they should be moved, to the first aid room, where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. 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 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use the disabled toilet if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child 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 <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</a> guidance.</p> |  |
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|   | <p>As is usual practice, 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.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless</p> <ul style="list-style-type: none"><li>• the symptomatic person subsequently tests positive</li><li>• 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)</li><li>• they have tested positive from an LFD test as part of a community or worker programme</li></ul> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> |  |
| <p><b>DFE MUST</b></p> <p>Where recommended, use of face coverings in schools</p> | <p>The government states, in primary schools, the recommendation is that face coverings should be worn by staff and adult visitors in situations where social distancing <u>between adults</u> 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. <a href="#">BCA: Staff should also wear a face covering at all times when interacting with parent/carers/visitors.</a></p> <p>This additional precautionary measure is being undertaken for a limited 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>  |  |



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|  | <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>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. 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> |  |
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|  | <p>No pupil should be denied education on the grounds that they are not wearing a face covering. <a href="#">BCA: Supplies of disposable face coverings available from the main office. Caretaker will distribute supplies to classrooms. Disposable masks should be replaced after 30 mins of continuous usage.</a></p> <p><b>Safe wearing and removal of face coverings</b><br/>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff. <a href="#">The Trust advises that if reusable face coverings are worn and then removed they should be stored in a ziploc type bag and if disposed of placed in a black bag which is clearly marked for this purpose and easily identifiable for cleaning/caretaking staff to handle appropriately.</a></p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Staff should consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p><b>Further guidance on face coverings</b><br/><a href="#">Safe working in education, childcare and children’s social care</a><br/><a href="#">Face coverings in education settings</a></p> |          |
| <p><b>DfE MUST</b></p> <p><b>Test and Trace</b> - Engage with the NHS Test and Trace process</p> | <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"><li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li><li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li></ul>  | <p>Y</p> |



- [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

All schools have been provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. [BCA: Home testing kits are stored securely in the principal's office.](#)

Polymerase Chain Reaction (PCR) tests contingency supply is 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. Schools can replenish these kits when they run out by making an order through the online portal. Schools should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived. Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.

Further information on [test kits for schools and further education providers](#) is available.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test.

Schools should ask parents and staff to inform them immediately of the results of a test:

- 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,



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|                                       | <p>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.</p> <ul style="list-style-type: none"><li>• if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li></ul>  |  |
| Test and Trace Support Payment Scheme | <p>Where pupils are told to self isolate, parents on low incomes may be eligible for financial support using the Test and Trace Support Payment Scheme. There are specific steps and actions school must take. School should follow the <a href="#">claiming support under the track and trace financial support payment scheme guidance</a></p> <p>Eligible parents or guardians of children who have been advised to self-isolate by their education setting (even where they have not been told to self-isolate by NHS Test and Trace) can also apply for the Test and Trace Support Payment scheme if they are on a low income, unable to work from home and need to take time off work to care for a child who is self-isolating. Parents and carers do not require an NHS Test and Trace Account ID number in order to claim and schools are not required to register all children asked to self-isolate with NHS Test and Trace in the same way as staff.</p> <ul style="list-style-type: none"><li>• The scheme is open to eligible parents and carers of children aged 15 and under, and parents of young people aged 16 to 25 with an education health and care plan. Further information on how parents and guardians can claim financial support under the Test and Trace Support Payment scheme is available.</li><li>• Schools should provide parents and carers of children advised to self-isolate with the template letter, detailing the child’s name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment scheme. Parents whose children are told to self-isolate by their school will not be able to apply for financial support without a letter.</li></ul> |  |





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|   | <ul style="list-style-type: none"> <li>• When a parent or guardian applies to the Test and Trace Support Payment scheme because they need to care for a child who is self-isolating, their local authority will be required to contact their child’s school via phone or email to verify information about the child. This includes the child’s name, age and dates of self-isolation. This is a standard check against fraudulent claims, and may take place before or after a payment is made.</li> <li>• Schools will only be asked to share information on children whose parents have made an application to their local authority for the Test and Trace Support Payment scheme. You may wish to update your data privacy notice to reflect this.</li> </ul>   |          |
| <p><b>DfE MUST</b><br/> <b>Manage confirmed cases of coronavirus (COVID-19)</b><br/> amongst the school community</p> | <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools 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.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>In order to support this process Principals must ensure there is an effective way of recording attendance in bubbles (staff and pupils), visitors and contractors <a href="#">BCA: Recorded via class registers &amp; academy signing in system</a></p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. <b>Close contact means:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> </ul> | <p>Y</p> |



- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

Academies must identify an appropriate method of recording close contacts as outlined above, this may be by adapting the visitor management system, logging which bubbles supply staff have worked with, ensuring timetables are accurate. In addition a register of pupils or staff who travel together will be required.

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

Household members of those contacts who are sent home do not need to self-isolate themselves unless the 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 10-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#).

**DfE guidance states that ‘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’.**

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.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).



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| <p><b>DfE MUST Contain any outbreak-</b> by following local health protection team advice</p>  | <p>If schools have two or more confirmed cases within a 14 day period, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must contact their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school 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 school if necessary, in line with routine public health outbreak control practice.</p> | <p>Y</p> |
| <p><b>DfE MUST Hygiene -</b> 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</p> | <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future;</p> <ul style="list-style-type: none"> <li>• Time for washing hands thoroughly should be incorporates into timetables.</li> <li>• Staff working with pupils who spit uncontrollably should plan for more opportunities to wash their hands than other staff.</li> <li>• Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ should be provided with more opportunities to wash and/or sanitise their hands.</li> <li>• Pupils with complex needs should be supported to clean their hands properly.</li> </ul>   | <p>Y</p> |



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|  | <p>The handwashing routine is now built into our school culture. Staff should continue to support behaviour expectations and help ensure younger children and those with complex needs understand the need to follow them.</p> <p>BCA: hand sanitiser available in all rooms. EYFS and Years 3 - 6 to use sinks in own classrooms, Year 1 &amp; 2 to use sinks in KS1 toilet area.</p>  |          |
| <p><b>DfE MUST</b><br/>Ensuring good respiratory hygiene - by promoting the 'catch it, bin it, kill it' approach</p>   | <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. 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.</p> <p>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. Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children, over the age of 11) or when attending a hospital as a visitor or outpatient.</p> | <p>Y</p> |
| <p><b>DfE MUST</b><br/>Introduce enhanced cleaning including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> | <p>COVID-19 is easy to kill on surfaces and skin and you don't need specialist cleaning products to do so – normal cleaning products will do this.</p> <p>The Trust has confirmed the requirement for a minimum of four cleans per day and provided a cleaning schedule which identifies high contact surfaces. However, frequencies may need to be increased if a Risk Assessment identifies that there is an increased potential for contamination, e.g. class/year groups using the same areas/facilities</p>  | <p>Y</p> |



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|   | <p>In line with the risk assessment and timetabling of the day, an enhanced cleaning schedule is in place. This includes:</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 <a href="#">guidance on the cleaning of non-healthcare settings</a>. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>  |          |
| <p><b>DfE MUST</b><br/><b>Minimise contact</b><br/>between individuals and maintain social distancing wherever possible</p> | <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this.</p> <p>You must do everything possible to minimise contacts and mixing. <b>Your overarching objective should be to reduce the number of contacts between pupils/students and staff.</b> This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> | <p>Y</p> |
| <p><b>Grouping pupils</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. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.</p>  | <p>Y</p> |



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 keep that number as small as possible. However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching.

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups.

Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

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.



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|   | <p>Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p>BCA: Year 6 have access to Y6 classroom &amp; intervention room. Year 5 have access to The Space, Year 4 to The Qube and Year 3 to KS2 shared area.</p>  |          |
| <p><b>Measures within the classroom</b></p> | <p>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. 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.</p> <p>Where possible, for example with older pupils with less complex needs who can selfregulate 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.</p> <p>Schools 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.</p> | <p>Y</p> |
| <p><b>Measures elsewhere</b></p>            | <p>Schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>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. Schools should consider staggered break times and lunch times.</p> <p>Schools should 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.</p>  | <p>Y</p> |



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|  | <p>Schools should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day. <a href="#">BCA: See use of staff room rota (Oct 2020 onwards)</a></p> <p><a href="#">BCA: KS2 corridor will be used by pupils to access toilets only. Staff will announce any movement over radio system to ensure no congestion.</a></p>  |   |
| <b>Class group or year group bubbles</b> | <p>Year groups should be kept separate from each other during the course of the school day to form a year group bubble who do not mix with other pupils.</p> <p>If it is possible to keep pupils together in smaller bubbles, for example in classes, that affords additional protection both from transmission, but also limits the number of staff and pupils who may need to self-isolate if there were a positive case. However, smaller bubbles are not always possible for education or practical reasons. This will especially be the case at secondary schools, where alternative measures such as maintaining distance, will be more important. Your risk assessment should set out that these issues have been considered.</p> <p>This is likely to be easier at primary. Schools consider the different factors of this – smaller bubbles (such as around 30 pupil, class-sized bubbles) are useful when children cannot keep 1m apart from each other and/or 2m from their teacher as they limit non-distanced mixing to just within the bubble group. They also mean that if one person in the bubble tests positive, you can be confident that they have only had close contact with some or all of that bubble, rather than the whole year group.</p> <p>When timetabling, chosen groups should be kept apart. While passing briefly in the corridor or playground is low risk, to avoid creating very busy corridors or entrances and exits. Schools must consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Wherever possible in Primary Academies a bubble should be one class group, or where this is logistically difficult then no more than two class groups should form a bubble (the two groups must be in adjacent classrooms). If academies combine more than two classes into a cross-year group bubble we expect the rationale to be explained. However this will be the exception rather than the norm and must be a consistent pairing.</p> | Y |





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| <p><b>Staff Bubbles</b></p>                       | <p>Although staff can work across multiple classes, the creation of staff bubbles to support class or year groups should be considered. This gives flexibility for staff to work across a number of classes should the need arise and could also facilitate the reopening of staff rooms/meeting on a rota basis for staff bubbles provided social distancing and hygiene (cleaning) resources are available. This may also reduce the impact of any potential outbreak on staffing numbers.</p>   | <p>Y</p> |
| <p><b>Training</b></p>                            | <p>All staff are required to complete the smartlog online Coronavirus awareness module – COVID-19 (Educational Settings) and familiarise themselves with the new Operating Procedures outlined in this document, the suite of CV-19 risk assessments (<a href="#">click here</a>) and all relevant Trust/ UK government guidance. <b>This includes new starters from September 2020 onwards or staff who have previously not attended site.</b></p> <p>Once complete, all staff must complete the MS form (<a href="#">click here</a>) to confirm that they have read the Operating Procedures and Risk Assessments and completed the online smartlog module.</p> <p>Once submitted, an e-mail confirming this will be sent to the member of staff and this can be used to show that the staff member is ready to be on site. Without this confirmation staff must not be permitted on site.</p> <p>If staff are unable to access the smartlog training from home then local arrangements will be required to facilitate a safe access to site and socially distanced environment within the academy to provide access to devices which must be cleaned with antiviral wipes after use.</p> <p>As a back up, the Operations Directorate will provide each Academy with a list of staff who have completed the smartlog training, confirmed that they have read and understood the Risk Assessments, Guidance and Revised Operating Procedures.</p> | <p>Y</p> |
| <p><b>Peripetetic, Supply or Agency staff</b></p> | <p>The general position that wherever possible staff should work from home still applies. Therefore all visits by any non academy staff (Central team, including IT technicians) should be essential and supported by Risk Assessment or preferably carried out using Teams. The only exceptions are where work has to be carried out on equipment e.g. servers, individual items. If this is required then it must be carried out in accordance with the Covid -19 Risk Assessments and appropriate PPE must be available if required.</p>  | <p>Y</p> |



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|                              | <p>From September 202, staff may to operate across different classgroups/year groups. Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Schools should consider the needs for supply or agency staff carefully and if required agree longer term assignments as this will further minimise the number of contacts.</p> <p>Good hygiene practice for workstations etc must be practiced if different staff are using the same workstations. <b>It is the Trust's preference that staff do not work across multiple sites and temporary staff who work in this way are not engaged – see below</b><br/><b>For Academy staff with roles across more than one site Principals need to consider how to mitigate transmittion and maintain the integrity of class or year group bubbles.</b></p> <p>All of the Trust's Operating procedures, Risk assessments and training requirements apply to supply, agency, other temporary staff or visitors working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs</p> |     |
| <b>Travel to/from school</b> | <p>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 <a href="#">safer travel guidance for passengers</a>.</p> <p>The <a href="#">transport to schools and other places of education guidance</a> requires those involved in the provision of dedicated transport to schools to identify the risks. Schools 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.</p> <p>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</p>  | N/A |



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| <b>Essential visitors</b> | <p>All essential visitors should be provided with a copy of these revised operating procedures and confirm that they are able to comply with them for the entirety of their time on site. Contractors carrying out essential works must provide risk assessments and method statements and this must now include COVID-19 Risk assessments. Contractors must confirm that their employees have been provided with COVID-19 Risk Assessments in order for them to undertake their tasks safely.</p> <p>It is vitally important that visitors to academies are given information to regarding our COVID-19 Operating Procedures and Risk Assessments that allow them to attend the site safely and not expose themselves or others to additional risks.</p> <p>In order to make it easier to manage visitors to site the and comply with the current COVID-19 Operating Procedures the Trust is expanding the existing Trust Safeguarding lanyard identification procedure already in place in the majority of academies. From 1 September 2020 all academies will be required to operate a consistent Safeguarding/COVID-19 procedure based on red, green and blue lanyards.</p> <p>Visitors to site should be placed in four categories;</p> <ul style="list-style-type: none"><li>• Those who need to visit reception and go no further. In these circumstances visitors must have an appointment (unless in the case of an emergency) before coming on to site and comply with the general procedures identified on the COVID-19 poster displayed externally at reception.</li><li>• Those who will be accompanied at all times. These visitors will be chaperoned by a member of staff who is fully briefed on the academy Operating Procedure and Risk Assessments and will therefore only be required to confirm that they have reviewed a brief outline of academy specific COVID-19 measures to be produced by the academy. These visitors will not require DBS clearance and will therefore be given a Red Lanyard</li><li>• Those who will not be accompanied. These visitors will be required to confirm they have read the full Academy Operating Procedure and Risk Assessments. These visitors will require DBS clearance and will therefore be given a green lanyard</li><li>• Visitors who will not be accompanied but who do not need DBS clearance as they will only be on site when there are no pupils. This will most likely only apply to contractors carrying out maintenance type work before or after the academy day. These visitors will be given a blue lanyard.</li></ul> | Y |
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|   | <p>In summary, a green lanyard can only be issued to visitors who have been DBS cleared and have reviewed the COVID-19 Operating Procedures and Risk Assessment, a blue lanyard can be issued to visitors who have reviewed the COVID-19 Operating Procedures and Risk Assessment on site when there are no pupils, a red lanyard for anyone else.</p>  |          |
| <b>Room capacities</b>  |   |          |
| <p><b>Social distancing in classrooms, dining/hall spaces</b></p> | <p>All academies should have details of the size of classrooms based on the work already completed for partial opening. This information can be reused to recalculate the number of desks it is possible to arrange in a classroom whilst aiming to maintain 1m distancing for pupils and 2m distancing for staff. <b>If it is not possible to create space for sufficient pupils numbers then Principals must arrange classrooms to support as much distancing as possible in accordance with the DfE guidance.</b></p> <p>Whilst the arrangement of forward facing desks is one of the DfE essential measures and Principals are advised to 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’, they also ‘recognise that the youngest children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group’.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups</p> <p>When seated pupils will be assigned a desk (<a href="#">BCA: Identified on seating plan</a>), pupils must not change location or roam around the classroom. For individual and very frequently used equipment, such as <a href="#">devices</a>, pencils, pens, DfE guidance recommends that staff and pupils have their own items that are not shared. 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.</p> <p>When sharing equipment between different bubbles, schools 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>Y</p> |



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|  | <p>Staff must manage the movement of pupils safely whilst on Academy premises – this applies to movements inside classrooms and throughout the building.</p> <p>Meeting rooms, staffrooms may be used for welfare breaks only (no general use or meetings) where 2m distancing can be maintained. If there is not sufficient cleaning resource (taking into account the other demands on cleaning staff) and there is not an effective way of recording that the cleaning has taken place after every use then these areas are to remain out of use and be signed accordingly.</p> <p>Site staff have arranged furniture to ensure that the number of chairs in staff rooms is such that social distancing can be maintained. This will create a maximum occupancy level which must not be breached. <b>On this basis staff must be informed that if there is no chair available they must not use the room. BCA staff room capacity is 5 members of staff only.</b></p> <p>BCA Staff will be required to sanitise/wash their hands on entry and exit and use D10/disposable cloth to clean the kettle/fridge/microwave door handle etc after use. All BCA crockery and cutlery may not be used. Staff will be required to bring their own and take it home at the end of each day for cleaning. Staff should bring their own food/beverages each day – staff may not access the kitchen storage cupboards. Shared tea towels may not be used.</p> <p>Where dining halls are used for dining then this must be in accordance with distancing requirements and subject to cleaning after every use. Multiple bubbles (classes or year groups) can use the hall for dining at the same time provided there is separation of at least 7 dining places inbetween. Measures must be in place to manage the integrity of bubbles if more than one are in the dining space at any one time</p> <p>Lunch provision may be a mix of classroom service, dining hall service or both. In order to facilitate dining in halls rather than classrooms Principals may wish to amend the lunch time service to stagger provision, however this will be subject to the capacity of the catering service to facilitate an 'extended' service and the cleaning service to clean between class group or year group bubbles.</p> <p>BCA: Lunch provision will be classroom service apart from EYFS who will use dining hall.</p> |  |
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## Physical changes to sites

### Physical protective measures

All reception areas should continue to operate in the same way as has been applicable since partial reopening, however all should now have screens and intercoms installed.

There has been no change to the requirement for all soft toys and play equipment with intricate parts to be removed.

Furniture for additional workstations should be brought back into classroom, however to facilitate the maximum number all other furniture should remain in storage elsewhere.

Clear desk policy to be maintained and all clutter removed to facilitate cleaning.

Locking of unused doors and confirmation notice of last time used and by whom to be placed on door (provided this does not interfere with fire exit routes).

Before staff enter a room they must check the room data sheet on the door to ensure the last user cleaned their workstation and contact surfaces, they must confirm entry time and then they must clean their workstation, equipment and contact surfaces on exit and sign the room data sheet to confirm.

Signage - including social distancing markers if feasible and within school boundary for parent/carers queues on arrival and pick up. Markers may be reduced to 1m intervals

Pupil groups to remain as a discreet cohort (class group or year group) for the entirety of their time on site.

Outdoor area to be split into sections for pupils to gather in class groups or year groups when arriving, leaving and out for break time. Class groups or year groups to be separated at all times. Break times may be staggered to facilitate.

Outdoor activities to be carried out within class groups or year groups ensuring Social Distancing within and between any other class groups or year groups.

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|                                    | <p>Entry to the building must be managed in a way which maintains social distancing and the integrity of class or year groups this may mean that pupils will need to assemble before entry to the building in class groups or year groups and socially distance – consider additional floor markings.</p> <p>Water fountains to be taken out of use and covered over with bin bags. Site staff to assess any water hygiene concerns and take advice from the Trust’s water hygiene contractor, Second element.</p> |   |
| Workspace clutter                  | In all classrooms, all surfaces, including desks and floors should be cleared and a clear desk policy implemented for all desks (including those used by staff) to facilitate better access for cleaning.  | Y |
| <b>START OF THE DAY</b>            |  |   |
| Mail                               | <p>Site managers to distribute mail before teaching staff arrive.</p> <p>Reception staff to sort mail - wash hands afterwards.</p> <p>Site staff to take mail to relevant staff desk the next morning as staff rooms will be inaccessible.</p> <p>Staff to be reminded that no personal deliveries should be arranged to be delivered to school.</p>   | Y |
| Social distancing in small offices | <p>Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>When on site offices should be arranged to maintain 2m distancing and measures should be in place to ensure they do not mix with other staff/bubbles</p>   | Y |



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|                          | <p>Receptions where protective measures are fully operational (screen/intercom) can reopen to essential/emergency visitors. General visitors, parents etc will not be permitted on site except in an emergency or with an appointment (but only in circumstances where it is impossible to meet/converse by any other means). Academies should communicate to parents, how to get in contact in an emergency.</p> <p>Electronic signing in systems will be set up to facilitate contactless operation. If not, reception will keep a paper record of all staff on site, which will be checked off against the register of completed training. If this is unavailable then a copy of the confirmation email should be presented (on a smartphone).</p> <p>Following the increase in numbers on site if there are still rooms on site which are not in use for teaching then they will be out of bounds to everyone, with the exception of designated toilets, hygiene rooms and kitchens/plant rooms, reprographics rooms, reception, Principals and other staff offices (which are to be used for single occupancy only). This is to enable cleaning staff to maintain hygiene of frequently used areas.</p> |   |
| Signing in               | <p>All staff to arrive through the main entrance, while adhering to social distancing rules. This will ensure that verification is in place for training etc. Only one person in the reception area at any time. <b>BCA: All staff should sign in via contactless visitor management system. Staff should not touch the screen but swipe in/out using their fob. Visitors should be signed in/out by the reception staff.</b></p>  | Y |
| <b>STAGGERED ARRIVAL</b> |  |   |
| Drop off                 | <p>Only one parent/carer should be taking each pupil to school. Designated arrival times for each class group or year group – consider multiple entry points to avoid congregations. Principals should include a timetable for arrivals and communicate the process for safe arrival/drop off and pick up to parents and staff which should be uploaded to Smartlog with the completed Risk Assessments <b>BCA: System of two drop off and pick up times using two entrances in place.</b></p>   | Y |





|                                     |  |   |
|-------------------------------------|--|---|
|                                     | <p>We are required to ensure our plans are designed to discourage mixing of year groups on public transport, in the streets around the school and at entrances and exits. Parents should be advised about the need to maintain distancing outside the Academy entrances and whilst dropping off their child(ren)</p> <p>Ensure appropriate signage at all entry points to site.</p> <p>Site specific arrangements should be put in place for pupils with disabilities where this may require their parent/carer to accompany the child to the classroom door.</p>  |   |
| Gathering in groups                 | <p>If pupils are to be assembled at external muster points, everyone must maintain social distancing and they should be escorted inside. <b>BCA: Pupils will proceed directly to classroom external door on arrival observing social distancing supported by staff.</b></p> <p>If it is safe to do so and there is an external classroom door then this is to be used as the only entry/exit point, for each class group for the entire day, except for using WCs.</p> <p>Should the Principal permit late arrivals, academies must make their own arrangements to ensure the safe transition into classrooms for late arrivals. <b>BCA: Any late arrivals to be escorted to class via external route.</b></p> | Y |
| Move from outdoors to the classroom | <p>If class groups are maintained then if the classroom has a direct external entrance, then that must be used (see above). <b>BCA: All class bubbles will use external classroom entrances.</b></p> <p>If a year group model is in place then wherever possible each year group should enter the building in turn or through a dedicated entrance point, potentially one of the emergency exits. (As emergency exits are sometimes not equipped with hardware designed for regular use site staff should monitor the condition of the hardware and if necessary replace with appropriate multiple use hardware)</p>   | Y |



|                              |  |   |
|------------------------------|--|---|
|                              | <p>If there isn't a direct entrance to a classroom, the teacher must use an approved direct route through the building as agreed with the Principal and Site Manager taking into account any one way system in place.</p> <p>In a managed way, all children/staff to wash their hands before taking their seats. Younger pupils should be supervised as they wash their hands for 20 seconds.</p> <p>Classrooms will be set up by site staff, desks spaced appropriately, facing front. In most circumstances non fixed furniture will need to be removed to provide sufficient capacity.</p> <p><b>Once arranged for social distancing the layout of a classroom cannot be changed without prior approval of the Principal.</b></p> <p>At the start of each day teaching staff to remind pupils of social distancing procedures, changes to the way they move around site and the importance of good hygiene and hand washing procedures.</p> |   |
| <b>CIRCULATING IN SCHOOL</b> |  |   |
| Timetabling                  | <p>Changes to daily timetables will be required to:</p> <ul style="list-style-type: none"><li>• avoid large numbers of people gathering on site at drop off/pick up times</li><li>• ensure that opportunities for class/year groups to come into contact are limited,</li><li>• reduce the numbers of people in corridors,</li><li>• ensure there is adequate opportunity to clean high contact surfaces,</li><li>• increase the frequency of cleaning toilets,</li><li>• give time to clean areas used by multiple class/year groups</li><li>• operate revised dining arrangements</li></ul>  | Y |



|   |  |   |
|---|--|---|
| Class changes/Resources including IT devices        | <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently.</p> <p>When sharing equipment between different bubbles, schools 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>Schools 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.</p> <p>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books and mobile phones (where older pupils walk home alone). Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. <b>BCA: Pupils may take home a weekly reading book only. Teachers may take books and papers home if they wish to do so.</b></p> <p>Pupils should only leave the classroom for outside time or toilet breaks, or in case of an emergency. Principals must consider how visits to WCs should be supervised to ensure pupils do not wander into unoccupied parts of the building, disregard the one way system and/or social distancing requirements and wash their hands properly afterwards. Any movement of people throughout the building should be limited to staff, except in emergencies and/or to visit WCs.</p> | Y |
| Before and After school clubs (inc breakfast clubs) | <p>Before and after school clubs could potentially break the security of bubbles, however Principals can consider the reopening of these facilities and activities <b>if they are confident that it will not compromise preparations for the safe reopening of their academy and the full implementation of the agreed COVID-19 Operating Procedures and delivery of the agreed Risk Assessments.</b></p>  | Y |



The full extent of Academy COVID-19 OPs and RAs apply to all before/after school clubs, in addition any clubs must operate in line with the existing class/year group bubbles in the first instance (this may be reviewed mid-September) and there must be an appropriate method of recording attendance of staff/pupils should a positive case be confirmed.

If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. We recognise that schools may need to respond flexibly and build this provision up over time. It should be noted that if Principals do wish to expand their academy offer to include these services and this requires staff to be un-furloughed the People Directorate must be consulted with to ensure that appropriate staff are un-furloughed.

Schools can consult the guidance produced for [providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children](#), as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued [guidance for parents and carers](#), which schools may want to circulate.

Where provision is operated by an external organisation then Principals must have sight of the providers COVID secure OP and RAs in order to be satisfied that the Academy OPs are not compromised in any way. This must also provide assurance that adequate hygiene and cleaning regimes are in place for any parts of academy premises or facilities/equipment used .Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance.



|                       |  |  |
|-----------------------|--|--|
|                       | <p>In addition to the existing reasons, from 29 March, all parents will also be able to access provision for one of these additional purposes:</p> <ul style="list-style-type: none"><li>• where the provision is taking place outdoors - all children may access outdoor provision regardless of circumstances</li><li>• their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme</li></ul> <p><b>No earlier than 12 April</b> of the roadmap, all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which they may attend.</p> <p>From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p>  |  |
| Music Dance and Drama | <p>Music, dance and drama should continue to be taught as part of the school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a>.</p> <p>Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.</p> <p><b>Performances</b></p> |  |



|                   |  |   |
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|                   | <p>Schools should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p>Singing, and playing wind and brass instruments in groups<br/>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on <a href="#">Safer Singing</a></p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</p> <p>Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. Limit handling of music scores, parts and scripts to the individual using them</p> |   |
| Physical Activity | <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>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. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</p>   | Y |



Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor 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 in line with government guidance for the use of, and travel to and from, those facilities.

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

**The GAT Risk Assessment 48.1a: Addendum - Physical Education – Use of Exterior Areas in Managing COVID-19 can be found in SharePoint and used to inform the planning and delivery of PE outdoor settings.**

**If you plan to use changing facilities then this must be risk assessed for compliance with your current protective measures as per the OPs and in accordance with AfPE guidance – see Page 4.**

<https://www.afpe.org.uk/physical-education/wp-content/uploads/Updated-COVID-19-Guidance-July-2020.pdf>

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroot sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](#)



|                    |   |   |
|--------------------|---|---|
|                    | <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p><b>Given the demands on cleaning and potentially extended lunch provision, Principals are encouraged to prioritise activities which can be conducted outdoors on their school estate over those in indoor facilities or that make use of off-site settings.</b></p> <p><b>If you intend to use any off site provision and/or transport or external providers this must be supported by appropriate Risk Assessments and approved beforehand. This is so that the Trust can maintain assurance that all activities/provision is delivered in a COVID secure location/manner.</b></p> <p>From 29 March outdoor competition between different schools can take place<br/>Indoor competition between different schools should not take place until wider indoor grassroots sport for under 18s is permitted. This will be no earlier than 12 April.</p> <p>From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p> |   |
| Educational Visits | <p>The DfE advises against all educational visits at this time. This advice will be kept under review. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p>   | Y |
| Corridor use       | <p>Principals should put in place walk on the left in single file arrangements if people (staff or pupils) have to move between rooms.</p> <p>Where possible, schools with circulatory systems e.g. buildings arranged around a central courtyard should put in place a one way system (NB the one way system does not apply in an emergency evacuation). One way signage will be required in corridors.</p>  | Y |





## BREAK TIMES

| <p>Playtime</p>    | <p>Break times may need to be staggered by class group or year group. Outdoor space is to be divided into sections with a specific area designated for each group if more than one class/year group is outdoors at the same time. Staff to supervise boundaries if more than one class group or year group is outside at any time. After the break time, supervised handwashing must be carried out. If the weather does not permit outdoor time, pupils are to remain in their classroom.</p> <p>BCA break time timetable as follows;</p> <table border="1" data-bbox="426 532 1465 841"> <thead> <tr> <th>Year group</th> <th>Playtime</th> <th>Outdoor space to use</th> </tr> </thead> <tbody> <tr> <td>ONE</td> <td>10 – 10.15</td> <td>Zone 1</td> </tr> <tr> <td>TWO</td> <td>10 – 10.15</td> <td>Zone 2</td> </tr> <tr> <td>THREE</td> <td>10.45 – 11.00</td> <td>Zone 1</td> </tr> <tr> <td>FOUR</td> <td>10.45 – 11.00</td> <td>Zone 2</td> </tr> <tr> <td>FIVE</td> <td>11.15 - 11.30</td> <td>Zone 1</td> </tr> <tr> <td>SIX</td> <td>11.15 - 11.30</td> <td>Zone 2</td> </tr> </tbody> </table> | Year group           | Playtime | Outdoor space to use | ONE | 10 – 10.15 | Zone 1 | TWO | 10 – 10.15 | Zone 2 | THREE | 10.45 – 11.00 | Zone 1 | FOUR | 10.45 – 11.00 | Zone 2 | FIVE | 11.15 - 11.30 | Zone 1 | SIX | 11.15 - 11.30 | Zone 2 | <p>Y</p> |
|--------------------|--|----------------------|----------|----------------------|-----|------------|--------|-----|------------|--------|-------|---------------|--------|------|---------------|--------|------|---------------|--------|-----|---------------|--------|----------|
| Year group         | Playtime   | Outdoor space to use |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| ONE                | 10 – 10.15   | Zone 1               |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| TWO                | 10 – 10.15   | Zone 2               |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| THREE              | 10.45 – 11.00  | Zone 1               |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| FOUR               | 10.45 – 11.00  | Zone 2               |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| FIVE               | 11.15 - 11.30  | Zone 1               |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| SIX                | 11.15 - 11.30  | Zone 2               |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |
| <p>Staff rooms</p> | <p>Wherever possible staff should avoid gathering in groups or use staff rooms with anyone who is not part of their class group or year group or staff bubble.</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>In order to maintain the security of class group or year group bubbles staff rooms may be used provided social distancing and good hygiene practice is strictly maintained. However this is subject to sufficient cleaning resource to clean between staff bubbles. An appropriate timetable for use and cleaning log must be in place to facilitate this. This is to maintain consistent group contacts only.</p> <p>Mail will be delivered to workstations/classroom before staff arrive for the day, personal deliveries will not be accepted.</p>   | <p>Y</p>             |          |                      |     |            |        |     |            |        |       |               |        |      |               |        |      |               |        |     |               |        |          |



| MEAL TIMES        |  |   |
|-------------------|--|---|
|                   | <p>Supervised hand washing must take place before lunch is taken.</p> <p>The catering service will reopen and plan to provide a hot meals service where required. This is provided that there is capacity to ensure social distancing in the kitchens for the increased staffing levels required. The catering service will consider additional protective measures if the space is not sufficient. This may require an additional work area, PPE, or screens. Following a review of protective measures Principals will be advised if it is not possible to resume normal service.</p> <p>Principals must work with the catering service to determine the safest option for serving meals (in classrooms or dining halls or both). If dining halls are used then the guidance above regarding glassgroups/year groups, distancing and cleaning must be followed.</p> <p>For meals which continue to be taken in classrooms there will be no changes required - Mid-day supervisors (or an alternative) will deliver meals to a table in the corridor outside each room and teaching staff will place food on desks as per the labelling system – academy to ensure adequate controls are in place for allergens and to ensure the right meal is given to the right pupil. Classroom based staff to ensure labelled food is only eaten by the pupil it is prepared for.</p> <p>Food and packaging bins (binliners to be used and replaced each day) to be placed in the corridor outside each classroom.</p> <p>Meals may be taken outside if the weather permits, however this must be managed to maintain social distancing, eaten in an area specific to that classgroup (ie different class groups must not eat at the same benches even if at different times) and timetabled such that groups do not mix</p> | Y |
| STAFF MEETINGS    |  |   |
| Social distancing | <p>Staff meetings should take place on teams or where there are spaces where social distancing rules can be adhered to. Small groups of staff may have meetings in large halls or preferably outdoors, provided they adhere to the social distancing rules. <b>BCA: Teacher staff meetings to be held in two rooms – Intervention Room and The Space.</b></p>  | Y |



## LEAVING SCHOOL

Staggered leaving

At an allocated time, pupils are to make their way with staff to the outdoor gathering point, while maintaining social distancing.

One parent/carer is to come to the collection point, one at a time and their child will be released to the parent/carer.

We expect all adults to adhere to social distancing whilst waiting to collect pupils.

Any special arrangements for collection of pupils to observe parental wishes must be notified to the teacher responsible for handover (ID may be required).

Site specific arrangements should be put in place for pupils with disabilities where this may require their parent/carer to collect the child from the classroom door.

| Year   | Drop off      | Drop off point                     | End of day | Collection point             |
|--------|---------------|------------------------------------|------------|------------------------------|
| Year 1 | 8.45 – 8.55am | Main gate                          | 3.00       | KS1 side door beneath canopy |
| Year 2 | 8.45 – 8.55am | Main gate                          | 3.00       | Classroom door               |
| Year 3 | 9.00 – 9.10   | Main gate                          | 3.15       | Playground by low fence      |
| Year 4 | 9.00 – 9.10   | Side gate (far corner of car park) | 3.15       | Off site by side gate        |
| Year 5 | 9.00 – 9.10   | Main gate                          | 3.15       | Off site by main gate        |
| Year 6 | 9.00 – 9.10   | Side gate (far corner of car park) | 3.15       | Off site by side gate        |

Y



## CLEANING

|   |   |   |
|---|---|---|
| Availability of staff/daily cleaning routines | <p>Cleaners will be required on site whilst open to pupils to clean high contact areas, and toilets throughout the day on a continual rotational basis as a minimum. Given the increase in attendance from September the demands for additional cleaning must be met.</p> <p>Regular cleaning to take place as usual. A cleaning log template is available <a href="#">here</a>.</p> <p><b>Without increased resources in place for cleaning throughout the day Academies must not open.</b></p> <p>All cleaning contractors must confirm to Principals that they have Coronavirus Risk assessments in place which have been communicated to their staff and that in addition they will adhere to site specific rules. Principals may seek assistance from Site Staff to collect Risk Assessments from contractors.</p> <p>Cleaning products which comply with EN14476 must be used where required, in accordance with manufacturer recommendations. Other cleaning products should only be used where a Risk Assessment has identified that the surface being cleaned would not harbour Coronavirus.</p> <p>A revised cleaning schedule (four daily cleans) of identified high contact surfaces has been issued to site staff. This revised schedule and appropriate staffing must be in place to facilitate opening of any academy. The revised schedule must be in place to ensure high contact surfaces are cleaned throughout the day.</p> | Y |
|---|---|---|



**CATERING**

**Catering service** - Principals and Catering team to agree what limited provision can be safely delivered and then complete the catering Service Operating Procedure for inclusion in this OP and Catering Specific Risk Assessment

BCA: Lunch will be taken at staggered times.

| Year group | Lunch timings                     | Clean room    | Outdoor space to use                                      |
|------------|-----------------------------------|---------------|---|
| EYFS       | 11.45 – 12.30                     | 12.15 on      | EYFS playground   |
| 1          | 12.00 - 12.45<br>Outside at 12.20 | 12.20 -12.40  | Playground – pitch area                                   |
| 2          | 12.00 - 12.45<br>Outside at 12.20 | 12.20 -12.40  | Playground – concrete/canopy                              |
| 3          | 12.30 – 1.15<br>Outside at 12.50  | 12.40 – 12.55 | Playground – pitch area                                   |
| 4          | 12.30 – 1.15<br>Outside at 12.50  | 12.40 – 12.55 | Playground – concrete/canopy                              |
| 5          | 12.45 – 1.30<br>Outside at 1.05   | 1.00 – 1.15   | Field then playground when Y3 inside after 1.15           |
| 6          | 12.45 – 1.30<br>Outside at 1.05   | 1.00 – 1.15   | Y6 garden then playground pitch when Y4 inside after 1.15 |

N/A

**PPE/Sanitiser/Antiviral (alcohol based) wipes**

**PPE** - Where necessary, wear appropriate personal protective equipment

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.

Y



Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:

- a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained
- performing aerosol generating procedures (AGPs) 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.

The guidance on [safe working in education, childcare and children's social care](#) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

Site staff should wear PPE (minimum of disposable gloves) when carrying out any works which involve touching surfaces in rooms that have been or will be occupied. To reduce the risk of recontamination, this includes rooms that have been deep cleaned and put out of bounds

PPE requirements for cleaning staff is identified in Risk Assessments

PPE is currently not recommended where Social Distancing can be applied. PPE must be used in accordance with the current UK gov guidance in Educational Settings.

Additional PPE may be required (subject to Risk Assessment) where it is not possible to maintain the new social distancing requirements and/or alternative protective measures cannot be identified. If this is the case then Principals should contact the Health and Safety team for advice, however the activity must not take place until satisfactory arrangements are in place.

PPE is required for the provision of First Aid and if support is required where someone has developed symptoms on site. The Procurement team have placed orders for appropriate PPE for use in these circumstances – quantities are limited and once delivered Principals must liaise with the Procurement team so that they have line of sight to place further orders for future delivery.

The latest UK Government guidance provides confirmation of the circumstances and types of PPE to be worn. This is also complimented by the Trust Risk Assessments.



|                          |   |   |
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|                          | <p>UK Governmet guidance can be found <a href="#">here</a>.</p> <p>The full suite of Trust Risk Assessments and Guidance can be found <a href="#">here</a>.</p>   |   |
| <b>First Aid</b>         | <p>The Health and Safety Executive published guidance on <u>first aid</u> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p> <p>The Trust Guidance and Risk Assessments for the provision of First aid will be updated as required, however the provision of First Aid is covered within site specific RAs as is links to current UK government guidance.</p> <p>The provision of PPE for first aid for symptomatic individuals is identified in the section on PPE above.</p> |   |
| <b>OTHER ADJUSTMENTS</b> |   |   |
| Propping doors open      | <p>It will be permissable to prop <b>non</b> fire doors open in order to reduce contact with door handles and push plates. Fire doors must not be propped open.</p> <p>For the avoidance of doubt, if a door closer is fitted it should be assumed that it is a fire door unless there is evidence to confirm otherwise.</p>  | Y |
| Outdoor play equipment   | <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. Outdoor play equipment may only be used where there is sufficient resource available to ensure it is cleaned between users (appropriate cleaning must be documented).</p>  | Y |



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| Ventilation - keep occupied space well ventilated | <p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"><li>• 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 <a href="#">guidance on air conditioning and ventilation</a> during the coronavirus outbreak and <a href="#">CIBSE coronavirus (COVID-19) advice</a> provides more information. 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</li><li>• rearranging furniture where possible to avoid direct draughts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li></ul> | Y |
| Water fountains                                   | <p>Water fountains must not be used, (all fountains must be covered with bags). Where this creates a legionella management issue Site Managers must take advice from the Trust's water hygiene contactor Second Element for appropriate actions.</p> <p>Staff and pupils should bring a drink to site. <b>BCA: Pupils and staff must have access to adequate supplies of water. Pupils may fill their own bottles from drinking water taps. (note that not all taps supply drinking water), whilst supervised to ensure no contact between the bottle and tap. Taps should be regularly sanitised. If a child requires a drink of water and does not have a bottle, they should be provided with water in a disposable cup.</b></p>   | Y |





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|                                     | Empty bottles/cups to be disposed of in the bin.   |     |
| Printing                            | <p>If printing must be carried out, then social distancing rules must apply and devices are to be wiped down before and after use. D10/disposable cloths to be positioned adjacent to each machine with appropriate signage.</p> <p>Academies may decide to allocate the role to an individual rather than all staff carry out their own printing in order to reduce the number of people using the equipment. All staff may use the copier.</p>   | Y   |
| Libraries                           | <p>The use of Library areas will be subject to confirmation that it is possible to maintain social distancing, there is sufficient cleaning resource in place to maintain hygiene and the integrity of class, year groups and staff bubbles. <b>BCA: Library area will not be used by pupils at present time.</b></p> <p>Browsing the library will not be permitted. Any book required must be logged out and placed in quarantine for 48 hours after use (72 hours if plastic cover).</p> | Y   |
| Cash registers/revaluation machines | <p>No cash will be taken on site; this applies particularly to the school meals service. Parents should be advised and Academies will need to ensure that electronic means of taking payments are in place. If Academies require support to implement a cashless system please contact the Finance Team. <b>BCA: Cashless system in place</b></p>  | Y   |
| Deliveries                          | <p>All gated entry points to site are to be locked, appropriate signage for delivery drivers to call reception for entry to be displayed.</p> <p>Provided social distancing guidance is followed, essential deliveries can continue as per usual.</p> <p>No personal deliveries to be sent to schools.</p>   | Y   |
| Lifts                               | <p>Unless used to support mobility for Pupils and Staff lifts should not be in use. In the event of a lift being used then the must be limited to one person at a time. If this is not possible then contact the Health and Safety Team for further advice.</p>  | N/A |



| FIRE EVACUATION TEST         |   |     |
|------------------------------|---|-----|
| Emergency Evacuation Testing | <p>Trust arrangements for a drill at the start of each term have be suspended until the autumn term if the previous drill was satisfactory and there have been no changes in arrangements or personnel since the last drill.</p> <p>As there will be new staff/ pupils in attendance and directional COVID signage (which must be ignored) there is the potential for confusion in an emergency evacuation situation. Fire drills must be undertaken in the first week of the Autumn term. The Trust RA has been amended to take account of the requirement for Emergency evacuation drills which must be carried out in a way which takes account of the requirement to maintain the integrity of year or class group bubbles whilst evacuating in order not to create a false situation which causes the opposite. In Primary academies most classes exit through an external door, if this is the case then a drill can take place as usual, if not then please contact the H&amp;S team for advice.</p> | Y   |
| Evacuation Chairs            | <p>In multi storey buildings if upper storeys are being used there must be sufficient trained EVAC chair operators at all times that people who might require a chair are on site.</p> <p>Academies must ensure that there is a supply of PPE provided adjacent to every Evacuation Chair so that users and handlers who are most likely not from the same bubble are afforded additional protection.</p>   | N/A |
| SIGNAGE                      |   |     |
| Classroom signage            | <p>Templates for all coronavirus signs can be found <a href="#">here</a></p> <p>Before reopening, each classroom should have a poster with:</p> <ul style="list-style-type: none"><li>• Handwashing instructions</li><li>• Symptom list - highlighting who should not be at school</li><li>• A revised evacuation plan (if required)</li><li>• Maximum number of people permitted in this room at any time</li></ul>  | Y   |



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| Corridor signage                    | <p>Where required corridors must have one way signs on the wall opposite each classroom door, opposite each WC door and at changes in corridor direction. These signs must be a different colour to and distinct from any emergency evacuation signs, staff and pupils must be advised that in the event of an emergency one way systems do not apply, they must evacuate by the nearest safe exit.</p> <p>Corridors must have one metre spacing marked out along their length.</p>  | Y |
| Outdoor signage                     | <p>All outside entry points should have social distancing signs, symptom signs, no entry if symptomatic signs, hand sanitising and hand washing signs.</p> <p>In addition – ‘one person only’ signs at entry point for reception and an emergency telephone number displayed.</p> <p>In addition - site entry points (gates, footpaths, driveways etc) to be locked at all times and an office number displayed.</p>   | Y |
| Other signage                       | <p>Places where larger groups of people may gather need to have social distancing signs ie outside the Academy gates.</p> <p>Anywhere pupils or staff may congregate must have appropriate social distancing signage.</p>  | Y |
| <b>CORONAVIRUS ASSURANCE AUDITS</b> |  |   |
| Site managers                       | <p>Site managers to complete a daily audit and confirm readiness to open to Principal before opening for the day – logged via email and copied to the Operations Director ahead of a daily Regional check in with site staff.</p> <p>In order for cleaning and site staff to carry out activities to ensure premises are safe and ready for occupation the next day, all staff are requested to leave site <b>by 5.00PM</b>. <b>No staff should not be on site before 7.45AM</b> – this is to provide site staff with sufficient time to check the safety of the site.</p> | Y |



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| Principals | Principals to undertake a twice weekly site walk with Site Manager, H&S Contact and rep and provide weekly assurance that all operations are functioning in accordance with this Operating Procedures guidance, Risk Assessments and DfE guidelines. | Y |
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Any member of staff who has concerns that these procedures are not being implemented should raise their concerns with their Line Manager and their Academy H&S Contact in the first instance. If for any reason a member of staff feels unable to do this, they should speak to their Principal or Safety rep. In the event they are unable to do this they should use the Trust Whistle Blowing procedure.

Anyone not complying with revised Operating Procedures should expect to be challenged in a professional and courteous manner and must accept the challenge in a professional way.

Non-compliance can be subject to disciplinary procedures.

Failure to Operate an Academy in compliance with these Operating procedures, associated Risk Assessments and guidance will increase the risk of contamination/infection and therefore if there are any doubts as to the ability to comply an academy should not open.

**All measures outlined in the revised Operating Procedures document have been implemented and communicated to all academy staff. All Covid-19 Risk Assessments have been reviewed and amended as necessary and have been communicated to all staff. I have conducted a review of all Operating Procedures with academy SLT, Site Staff, H&S Contact and rep/s and can confirm readiness to reopen to staff and pupils accordingly. This will be reviewed twice weekly and any change in status or required modifications will be recorded on this document and communicated to all staff. Urgent modifications will be implemented and communicated immediately.**

----- **Principal**

-----**21/4/21**----- **Date**

Covid – 19 Revised Operating Procedures  
Version 2.8 21/4/21



Other members of staff present during the review of Operating Procedures and Risk Assessments: (signature)

Jason Knight ..... Caretaker.....

Hinal Masela ..... H & S Representative. ....

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