



**GREENWOOD  
ACADEMIES TRUST**

# **COVID-19 Revised Operating Procedures**

**March 2021 - Primary and Special Academies**

Mansfield Primary Academy

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## **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.

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.

- 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. 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
- 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. .

## **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 weekly 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
<b>Reopening to all pupils</b>	<p>The current UK Government guidance requires us to develop plans to reopen to all pupils from <b>March</b></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)</p> <p>Clinically extremely vulnerable will follow guidance to shield from the government until March 31<sup>st</sup>. Clinically vulnerable should have a risk assessment in place. Adults should 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



<p><b>DfE MUST</b></p> <p><b>Potential cases of COVID-19 -</b> minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</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>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 7 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) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age 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 a separate bathroom 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>	Y





	<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 they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test &amp; Trace.</p> <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><b>Please see the section on PPE for the Trust position on face coverings for staff.</b> The government is not recommending universal use of face coverings in all schools. Primary school children will not need to wear a face covering.</p> <p>In particular, schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors. <b>Unless social distancing can be maintained in classrooms then secondary pupils and staff must wear facemasks in classrooms</b></p>	



	<p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in communal areas <b>Primary staff must wear facemasks.</b></p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p> <p><b>Where local restrictions apply</b></p> <p>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</p> <p>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.</p> <p><b>Exemptions</b></p> <p>Some individuals are exempt from wearing <u>face coverings</u>. 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 or mental illness or impairment or disability</li><li>• speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li></ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> <p><b>Access to face coverings</b></p>	
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	<p>It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.</p> <p>No-one should be excluded from education on the grounds that they are not wearing a face covering</p> <p><b>Safe wearing and removal of face coverings</b></p> <p><b>The process for putting on, removing and storing face masks must be communicated to staff and instruction given to pupils</b></p> <p>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. <b>The Trust advises that if 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.</b></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.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)</p>	
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	<p>or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>Principals can use their discretion on the use of face coverings by pupils where there is no specific requirement to wear them in communal areas. However the Trust is following the DfE guidance in relation to classrooms (see below) except in exceptional circumstances (such as medical issues etc).</p> <p><i>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their <b><u>use in the classroom should be avoided.</u></b></i></p> <p>Visors are not now considered as an effective face covering and masks should be worn as above (visors may <u>also</u> be worn on top of a mask if preferred)</p> <p><b>Further guidance on face coverings</b></p> <ul style="list-style-type: none"><li>• <u>Safe working in education, childcare and children's social care provides</u></li><li>• <u>Face coverings in education settings</u></li></ul>	
<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></ul>	Y



	<ul style="list-style-type: none"><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><li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li></ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, 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.</p> <p><b>All schools will be 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. Advice will be provided alongside these kits.</b></p> <p>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. By the autumn term, all schools will be 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. Advice will be provided alongside these kits.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"><li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li></ul>	
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	<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 10 days.</li></ul>	
<b>DfE MUST</b>  <b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>	<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</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 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p>	Y



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

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 will be 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](#)'. They should get a test, and:



- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [‘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’.**

If your academy records 2 or more positive tests in a 14 day period (or you are concerned that an overall rise in absence is because COVID is suspected) then this is a potential outbreak and you should call PHE for advice

Voluntary lateral flow tests are available to all staff, if a staff member test positive they must still obtain a negative PCR test before attending site.

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





<p><b>DfE MUST</b></p> <p><b>Contain any outbreak-</b> by following local health protection team advice</p>	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with 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>	Y
<p><b>DfE MUST</b></p> <p><b>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</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. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"><li>• whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li></ul>	Y



alcohol hand rub or sanitiser ensuring that all parts of the hands are covered	<ul style="list-style-type: none"> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> <li>• <b>The hand washing or hand sanitising regime must now include</b> <ul style="list-style-type: none"> <li>○ On arrival</li> <li>○ After breaks</li> <li>○ On room changes</li> <li>○ After eating</li> </ul> </li> </ul>	
<b>DfE MUST</b>  <b>Ensuring good respiratory hygiene</b> - by promoting the 'catch it, bin it, kill it' approach	<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. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p> <p>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>	Y
<b>DfE MUST</b>	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.	Y



<b>Introduce enhanced cleaning</b>  including cleaning frequently touched surfaces often using standard products, such as detergents.	Points to consider and implement, putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"><li>• 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</li><li>• more frequent cleaning of rooms / shared areas that are used by different groups</li><li>• frequently touched surfaces being cleaned more often than normal</li><li>• different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li><li>• <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li></ul>	
<b>DfE MUST Minimise contact</b> between individuals and maintain social distancing wherever possible	<p><b>The requirement '<i>Must do everything to minimise contacts and mixing</i>' still stands</b></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. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. 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>	Y



	<p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"><li>• children's ability to distance</li><li>• the layout of the school</li><li>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li></ul> <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>	
<b>Grouping pupils pupils</b>	<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. 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.</p> <p>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. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may</p>	



	<p>need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).</p> <p>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.</p> <p>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.</p>	
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	<p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where 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. 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>	
<b>Measures within the classroom</b>	<p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</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 described above.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and where appropriate facing forwards, rather than</p>	Y



	face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. Ventilation of the room, good respiratory hygiene should continue to enforced.	
<b>Measures elsewhere</b>	<p>Groups should be kept apart, meaning that 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 site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</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>Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</p>	Y
<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. You will want to consider the different factors of this – smaller bubbles (such as around 30 pupil, class-sized bubbles) are useful when children cannot keep 1m</p>	



	<p>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, you'll want to avoid creating very busy corridors or entrances and exits. You will also want to 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). Combining classes to form cross-year group bubbles is possible. Where this is used we would expect it to usually involve two classes. If academies combine more than two classes into a cross-year group bubble we expect the rationale to be explained.</p> <p>However this will be the exception rather than the norm and must be a consistent pairing.</p>	
<b>Staff Bubbles</b>	<p>Although staff can work across multiple classes, the creation of staff bubbles to support class or year groups should be considered. This would give 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>	Y
<b>Training</b>	<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</p>	Y





	<p>government guidance. <b>This includes new starters 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. 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>	
<b>Peripatetic, Supply or Agency staff</b>	<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>Staff can operate across different classgroups/year groups. This is particularly important for Secondary Academies. 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. You 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>	Y



	<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></p> <p><b>For Academy staff with roles across more than one site Principals need to consider how to mitigate transmission 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><b>Dedicated school transport, including statutory provision</b></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.</p> <p>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</p> <p>The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school.</p>	Y



	<p>Principals should communicate with Parents and pupils who use public transport to ensure they are aware of the requirements for face coverings and explain the importance that wherever it is possible:</p> <ul style="list-style-type: none"><li>• social distancing should be maximised within vehicles</li><li>• children either sit with their ‘bubble’ on school transport, or with the same constant group of children each day</li><li>• children should clean their hands before boarding transport and again on disembarking</li><li>• additional cleaning of vehicles is put in place</li><li>• organised queuing and boarding is put in place</li><li>• through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li></ul> <p>More information on this can be found at the <a href="#"><u>safer travel guidance for passengers</u></a>.</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> <p>Further information on face coverings is set out in the <a href="#"><u>transport to school and other places of education: autumn term 2020</u></a> guidance.</p> <p>The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p> <p>It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for ‘home to school transport’ for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision.</p>	
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	<p>Given the pressures on public transport services, it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government has announced additional funding for local transport authorities for this purpose, available at <u>free school travel: funding allocations</u>.</p> <p><b>Wider public transport</b></p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity and demand on <u>public transport is set out in the transport to school and other places of education: autumn term 2020 guidance</u>.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes.</p> <p>The Department for Transport is asking local authorities to:</p> <ul style="list-style-type: none"><li>• work with schools and parents to identify public transport routes that may be under particular pressure and potential alternatives</li></ul>	
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	<ul style="list-style-type: none"><li>• consider a range of options for shifting demand for public transport onto other modes</li><li>• consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term</li></ul> <p>Travel patterns, the availability of vehicles, the length of journeys undertaken, and other local pressures on public transport vary significantly. The government recognises the challenge but is confident that if all available options are considered by all parties it will be possible to reduce demand and ensure transport is available for those who need it most.</p> <p><b>The Trust has supplied face coverings for pupils to use on Public transport if they have forgotten them or lose them.</b></p> <p>Any face covering used by pupils and/or staff should (if removed on site) be placed and sealed in a ziplock type bag and taken home for disposal at the end of the day.</p>	
<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>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>	Y



	<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>I. 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>II. 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>III. 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></ul>	
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	<p>IV. 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.</p> <p>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.</p> <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> <p><b>In order to facilitate this the Trust have ordered quantities of each colour lanyard for all academies, which have been distributed to academies.</b></p>	
<b>Room capacities</b>		
<b>Social distancing in classrooms, dining/hall spaces</b>	<p>All academies should have details of the size of classrooms based on the work already completed for partial opening..</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>	Y



	<p>If you are unable to maintain distancing or in circumstances where it is not possible to arrange all desks forward facing this will reduce your opportunity to combine more than one class group into a bubble.</p> <p>When seated pupils will be assigned a desk which will be labelled with their name, pupils must not change location or roam around the classroom. FOR individual and very frequently used equipment, such as pencils and 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>.</p> <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 will remove furniture to ensure that the number of chairs in staff rooms are 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.</b></p> <p>Staff will be required to sanitise their hands on entry and exit and use antiviral wipes to clean the kettle/fridge door handle etc after use. All crockery and cutlery will be removed. Staff will be required to bring their own and take it home at the end of each day for cleaning.</p>	
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	<p>Provided there is capacity for storage elsewhere on site (without compromising safe access/egress in emergencies) Halls and Gyms may be used unless required as additional space for the catering service.</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>Principals may choose to restrict dining in hall spaces to those pupils who are taking a paid/(U)FSM meal only. Pupils who bring a packed lunch could remain in their classroom</p> <p>Whole academy assemblies cannot take place, gatherings must be restricted to class or year groups along with their associated staff bubble.</p>	
Physical changes to sites		



<b>Physical protective measures</b>	<p>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.</p> <p>There has been no change to the requirement for all soft toys and play equipment with intricate parts to be removed.</p> <p>Furniture for additional workstations should be brought back into classroom, however to facilitate the maximum number all other furniture should remain in storage elsewhere.</p> <p>Seating in reception areas to remain in storage, reception visitors to be restricted to one person at a time.</p> <p>Clear desk policy to be maintained and all clutter removed to facilitate cleaning.</p> <p>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).</p> <p>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.</p> <p>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</p>	Y
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	<p>Pupil groups to remain as a discreet cohort (class group or year group) for the entirety of their time on site.</p> <p>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.</p> <p>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.</p> <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 sent 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>Where possible Admin/finance staff should continue to work from home, however if this is not possible, 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> <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>All visitors to the academy must use the electronic sign in system. Where possible on arrival this will be operated by a member of admin staff to reduce contact. School staff must scan codes to avoid touching surfaces. On departure visitors must scan their ID badge to sign out.</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</p>	Y



	offices (which are to be used for single occupancy only). This is to enable cleaning staff to maintain hygiene of frequently used areas.	
Signing in	<p>All staff to arrive through the main entrance initially, 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.</p> <p>All staff are to be signed in/out by the reception staff using the electronic sign in system. Where possible on arrival this will be operated by a member of admin staff to reduce contact. School staff must scan codes to avoid touching surfaces. On departure visitors must scan their ID badge to sign out.</p>	Y
STAGGERED ARRIVAL		



Drop off	<p>Only one parent/carers should be taking each pupil to school.</p> <p>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</p> <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>Parents/carers should be informed that arrival outside of designated arrival times will not be permitted.</p> <p>Site specific arrangements should be put in place for pupils with disabilities where this may require their parent/carers to accompany the child to the classroom door.</p>	Y
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.</p> <p>Class groups to be escorted inside, socially distancing.</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>	Y



	<p>Should the Principal permit late arrivals, academies must make their own arrangements to ensure the safe transition into classrooms for late arrivals.</p>	
<p>Move from outdoors to the classroom</p>	<p>If class groups are maintained then if the classroom has a direct external entrance, then that must be used (see above).</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> <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>Y</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.	
<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>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, stationery and mobile phones. Bags are allowed. 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</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended 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. Resources that are shared between classes or bubbles, such as sports, art and</p>	Y





	<p>science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</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.</p> <p>Any movement of people throughout the building should be limited to staff, except in emergencies and/or to visit WCs.</p>	
Before and After school clubs (inc breakfast clubs)	<p>The full extent of Academy COVID-19 OPs and RAs apply to all before/after school clubs, There must be an appropriate method of recording attendance of staff/pupils should a positive case be confirmed.</p> <p>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.</p> <p>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.</p> <p>Schools can consult the guidance produced for <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, 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</p>	Y



	<p>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 <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</p> <p><b>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</b></p> <p>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. <b>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. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</b></p>	
Music and extra-curricular activities	<b>Singing may happen in large well-ventilated rooms, use of instruments should be confined to a bubble until they have been sanitised for the next use. After school clubs will not cross bubbles and are in place to extend the school day for full compliment of the PE curriculum, support children's wellbeing as well as to support parents with work.</b>	Y
Physical Activity	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>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> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>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.</p> <p>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.</p> <p><b>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.</b></p> <p><b>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.</b></p> <p><a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/Updated-COVID-19-Guidance-July-2020.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/Updated-COVID-19-Guidance-July-2020.pdf</a></p>	
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	<p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"><li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li><li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li><li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li><li>• guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance documents</a></li></ul> <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>	
Educational Visits	<p>The DfE continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>. The Trust will issue further advice to Academies as and when this advice is updated.</p> <p>Academies can make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, academies should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, academies will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.</p>	Y



	<p>Academies must enter all visits on the EVOLVE Visit Management System and, in addition to completing all risk management planning as outlined in the GAT Health and Safety on Educational Visits Guidance, they must complete the specific COVID-19 risk assessment for educational visits found in the Resources section of EVOLVE.</p> <p>Still suspended</p>	
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> <p>Given the increase in pupil numbers a higher staff presence may be required to marshal pupils to minimise opportunities for class/year groups to mingle and social distancing to break down.</p>	Y
BREAK TIMES		
Playtime	<p>Break times may need to be staggered by class group or year group.</p>	



	<p>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.</p> <p>If the weather does not permit outdoor time, pupils are to remain in their classroom.</p> <p>After the break time, supervised handwashing must be carried out.</p>	
Staff rooms	<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>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 before staff arrive for the day, personal deliveries will not be accepted.</p>	Y
Cleaning	<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 March the demands for additional cleaning must be met.</p> <p>Should Principals choose to permit the use of staff rooms and use dining halls there must be sufficient cleaning resource in place to support this.</p> <p>Electronic devices should not be shared outside class or year group bubbles. If they must be used by alternative bubbles then they must first be cleaned with an antiviral wipe.</p>	Y



	Regular cleaning to take place as usual. A cleaning log template is available <a href="#">here</a> .	
MEAL TIMES		
	<p>Supervised hand washing 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>Serving of meals from the counter if required will be managed to ensure social distancing between staff and staff/pupils. The catering service will advise Principals of the most appropriate method given the individual kitchen/servery/dining hall layouts. This may require additional screens to cover food, provide separation between staff and pupils and queuing systems which may increase the duration of the lunch service.</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.</p> <p>Classroom based staff to ensure labelled food is only eaten by the pupil it is prepared for.</p>	Y



	<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>	
<b>STAFF MEETINGS</b>		
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.</p> <p>Staff not required on site should not be on site – this includes meetings which can be held on-line.</p>	Y
<b>LEAVING SCHOOL</b>		





Staggered leaving	<p>At an allocated time, pupils are to make their way with staff to the outdoor gathering point, while maintaining social distancing.</p> <p>One parent/carer is to come to the collection point, one at a time and their child will be released to the parent/carer.</p> <p>We expect all adults to adhere to social distancing whilst waiting to collect pupils.</p> <p>Any special arrangements for collection of pupils to observe parental wishes must be notified to the teacher responsible for handover (ID may be required).</p> <p>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.</p>	Y
CLEANING		
Availability of staff/daily cleaning routines	<p>Increased occupancy from March will mean that additional demands are placed on the cleaning service to maintain hygiene standards throughout the day. In particular the current regime of cleaning high contact surfaces and toilets will result in a need for increased capacity. Site staff are contacting cleaning staff/contractors to identify resources for cleaning throughout the day. If this is not possible then additional capacity will be required from other sources (contractors etc – this will result in additional costs but must be in place to facilitate opening).</p> <p><b>Without increased resources in place for cleaning throughout the day Academies must not open.</b></p>	Y



	<p>All Trust employed cleaning staff must confirm they have read and understood all guidance and risk assessments before commencing work.</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>	
<b>CATERING</b>		
<p><b>Catering service -</b> Principals and Catering team to agree what limited provision can be safely delivered and then complete the catering Service Operating</p>	<p><b>Primary School Lunch Service Considerations, using the Dining Room.</b></p> <p>The most important aspects of a school lunch time always relates to time:</p> <p><i>Below is an <b>example</b> of what we will recommend for using a dining space in school for lunch. (Based on a two-form entry, full school).</i></p> <p><b>This timetable covers 1 hour and 45 minutes of the school day, in 10-minute sittings.</b></p> <div> <p>At the beginning of lunch service:</p> <ul style="list-style-type: none"> <li>Pupils brought to the dining area by MDSA/Teachers. Other pupils eat their packed lunch in their designated area.</li> </ul> </div>	<p><b>Y</b></p>



Procedure for inclusion in this OP and Catering Specific Risk Assessments

- All other pupils remain in their classroom or escorted to their designated area in the playground (Dependant on their time tabled lunch sitting)
- Each pupil allocated a space at a table. i.e. the same pupils on a daily basis.
- Each table given the opportunity to collect their meals

At the end of each sitting:

- Children leave to play supervised by adults
  - Staff clear tables
  - They immediately leave the dining room to go to the playground or allocated space due to poor weather.
  - Any slow eaters moved to separate seating area to finish their meal.
- This allows the other tables to be cleaned/prepared for next sitting.

End of Lunch Service	At the end of lunch service, students collected by MDSA/Teachers and taken back to their classrooms.
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Considerations:

- Timings of sittings dependant on space available/number of pupils and options for packed lunch pupils to eat in a classroom with other pupils from their Bubble.
- No family service, students will collect their own lunch from the service counter.
- Possible segregation of dining facilities to accommodate more than one class (bubble) to reduce lunch service time.
- Zoned areas for queuing and marked distancing measures around service and clearing stations.
- Perspex, removable screens placed at service counters and pass through space for plates/cutlery.
- Cutlery and plates placed on trays, rather than all hands being in the cutlery container and trays.
- Trays being washed/sanitised between sittings where there are not sufficient numbers available.
- Catering/Serving staff to wear gloves, (to avoid contamination of the serving utensils) and mask. The 2 metre rule will not be possible, though the 1 metre + can be adapted accordingly within the work environment.
- Any packaging from a person's packed lunch taken home with them.



	<p>Full lunch service can resume on 8 March, however this will largely be based on the plans in place in September and will require management of dining space use. Catering staff will be un-furloughed in phases to enable the service to gear up before 8 March. Principals should liaise with their catering service to develop a site specific plan.</p>	
PPE/Sanitiser/Antiviral (alcohol based) wipes		
<p><b>PPE</b> - Where necessary, wear appropriate personal protective equipment</p>	<p>Following the DFE's announcement on 25 August 2020, the Trust's position has not changed about the use of face coverings The Trust has, through its COVID-19 Operating Procedure and Risk Assessments, put in place a range of measures recommended by the DFE to ensure that academies are Covid Secure.</p> <p>Our position is on face coverings is as follows:</p> <p>Please follow the up to date DfE guidance below, much of this applies to secondary colleagues</p> <p><a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></p> <p>Where colleagues are working 1:1 with pupils in secondary and over the age of 11 in special <u>AND</u> social distancing cannot take place then a face covering <b>SHOULD</b> be worn. It is not for every 1:1 interaction only those where it is deemed that social distancing cannot take place.</p> <p>If primary colleagues are working 1:1 with a pupil, they can be provided with face coverings at their request or at the direction of the Principal.</p> <p>If any other colleague wishes to wear a face covering, we as a Trust support them.</p>	Y



	<p><b>Visors are for individual use, must not be shared and as such they should have the users name written on them. They must not be discarded and left unattended at any time. They must be wiped with an antiviral wipe (front and back) in between each interaction with a bubble. They are not to be treated as disposables</b></p> <p>The Trust will continue to follow the latest government guidance on COVID-19, including on the wearing of face coverings and if necessary amend its operating procedures accordingly.</p> <p>Facemasks must be worn in communal areas.</p> <p>Examples of where education leaders might decide to recommend the wearing of face coverings - for pupils, staff and visitors - in communal areas of the education setting include:</p> <ul style="list-style-type: none"><li>• where the layout of the school or college estate makes it particularly difficult to maintain social distancing when staff and pupils are moving around the premises</li><li>• where on top of hygiene measures and the system of controls recommended in the full <u>opening guidance to schools and FE colleges and providers</u>, permitting the use of face coverings for staff, pupils or other visitors would provide additional confidence to parents to support a full return of children to school or college</li></ul> <p>It is vital that face coverings are worn correctly and that clear instructions are provided to staff, children and young people on <u>how to put on, remove, store and dispose of face coverings</u> in all of the circumstances above, to avoid inadvertently increasing the risks of transmission.</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.</p>	
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	<p>The majority of staff in education settings will not require PPE beyond a mask and what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"><li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li><li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li></ul> <p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> 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.</p> <p>The Trust has ordered and maintained supplies of Sanitiser and PPE for delivery to regional locations. Site staff will be able to arrange local deliveries from a central point. Sufficient supplies have been delivered to last until the end of summer term. Site staff are currently making an assessment of requirements from September. Orders will be placed for delivery over the summer break</p> <p>The Trust supply of PPE includes, gloves, aprons, surgical masks, visors, these will also be delivered to a central location for local distribution. PPE should be worn in accordance with the UK government guidance and Trust Risk Assessments.</p> <p>The Trust has identified a reliable supply of antiviral wipes which can be ordered by local finance teams. Academies should order supplies of antiviral (alcohol based) wipes for IT devices, Printers/MFDs and ensure a supply is stationed adjacent.</p> <p>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</p>	
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	<p>PPE requirements for cleaning staff is identified in Risk Assessments</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>UK Gov 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> <p>The Health and Safety Executive published guidance on <a href="#">first aid</a> 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>	
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	<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 permissible 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>Approved hold open devices for fire doors have been purchased for all cross corridor doors and are available for site staff to install once delivered – this may free up some cleaning resource if as a result there are fewer high contact surfaces (door handles/push plates) to clean as a result</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>	<b>Y</b>
Outdoor play equipment	<p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 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>	<b>Y</b>
Ventilation system	<p>The HSE have issued advice that the use of Air conditioning presents a very low risk. Depending on the type of system and provided certain conditions are met (see email to all Principals and Site</p>	<b>Y</b>





	Managers 25 June 2020) air conditioning systems can be used where natural ventilation is not sufficient. However it is the Trust's strong preference that air conditioning is not used	
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, however sufficient supplies of bottled water are to be provided for staff and pupils, should they not have brought their own.</p> <p>Bottles must not be refilled on site or shared.</p> <p>Orders should be raised through the Trust catering suppliers by local finance teams.</p> <p>Empty bottles to be disposed of in the bin outside each classroom, by each person.</p>	N/A
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. Antiviral (alcohol based) wipes 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.</p>	Y
Libraries	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.	Y



	Browsing the library will not be permitted. Any book required must be logged out and placed in quarantine for 72 hours after use	
Cash registers/revaluation machines	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.	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. The school meals service have made arrangements for food deliveries.</p> <p>No personal deliveries to be sent to schools</p>	Y
Lifts	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.	Y
<b>FIRE EVACUATION TEST</b>		
Emergency Evacuation Testing	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	Y



	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&S team for advice.	
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>	Y
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
Corridor signage	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.	Y



	Corridors must have one metre spacing marked out along their length.	
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	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.	Y
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



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.**

**Mr Josh Lane Principal**

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

Josh Lane, Anita Farnworth, Steve Martin, Phill Edwards

**Reviewed by Jayne Leggott 4.1.21**

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

Jayne Leggott, Anita Farnworth, Steve Martin, Jemma Cottoe

Covid – 19 Revised Operating Procedures  
Version 2.0 06/07/2020

