

## **SOCIAL DISTANCING AND INFECTION CONTROL POLICY**

**- in line with operational guidance that applies from 17 May '21**

- *Changes from the previous version are in highlighted text.*

### **STATEMENT OF INTENT**

This policy statement outlines the academy's approach to social distancing and infection control measures, in the context of the current coronavirus (COVID-19) pandemic, incorporating guidance published by the Government and relevant public health organisations.

On Mon. 22 Feb.'21, the Prime Minister announced details of the Government's coronavirus (COVID-19) 'roadmap out of lockdown'. As a result of the success of the vaccination programme and the public's response to the measures imposed, a view was taken that the relevant data indicated that restrictions could begin to be lifted, albeit in a staged way, with the proviso that the 'roadmap' would be subject to change, based on emerging data.

Ensuring that children returned to school for face-to-face education was identified as a top priority (Stage 1) action and it was decided that all students should return during the week commencing 8 March '21. For secondary age students, this would be done in conjunction with three initial lateral flow device (LFD) tests, followed by twice-weekly LFD testing, in addition to regular home testing for all teachers, measures that would aim to reduce the chance of the virus spreading in schools. The Government also brought in a new recommendation – that the use of face coverings be extended to all indoor environments, including classrooms, unless social distancing could be maintained.

As the Government's vaccination programme, continues to 'roll out', there will be an increasing number of people who will have received either one or two courses of the vaccine and schools have been asked to positively promote the vaccine programme. Vaccinated staff must continue to follow all social distancing and infection control advice.

On Mon. 10 May '21, the Prime Minister confirmed that the four tests had been met for further easing the lockdown in England and that the national alert level had been reduced. He announced that, following inspection of the relevant data, the nation would move to Step 3 of the Roadmap, as provisionally planned, on Mon. 17 May '21. He summarised the changes, which included not requiring students to wear face coverings in classrooms, or in other communal areas of the school. Furthermore, schools would be allowed to organise trips with overnight stays.

Nevertheless, the importance of social distancing was stressed (when not with people in your 'bubble'), as was the need for a continued strong effort to keep up high standards of hygiene and utilise outside, open spaces wherever possible: 'hands, face, space and fresh air'. The ongoing success of the vaccine programme was celebrated, but the potential continuing danger of variants of the virus was also highlighted.

The principles of the system of controls that featured in the previous version of this risk assessment remain in place, but there are some changes, taking into account new guidance on implementation and the progression to Step 3, as outlined above. The changes largely relate to:

- the use of face coverings
- extra-curricular activity
- educational visits
- performing arts performances
- inter-school sports competition
- student wellbeing and support

Schools are expected to continue to reduce the risk of transmission, through the measures that are put in place. Whilst doing so, schools are also expected to offer a broad and effective curriculum and the school's approach to meeting these dual aims continues to be to keep students as separate as possible in 'year group bubbles' (as described in this document). This risk assessment has been designed to respond directly to, and incorporate securely, the Government's system of controls, which relate to:

#### PREVENTION:

##### Always:

- Ensure that anyone who has COVID-19 symptoms, or who lives with someone with symptoms, stays at home
- Use face coverings, as recommended
- Clean hands thoroughly and regularly
- Ensure good respiratory hygiene by promoting 'catch it, bin it, kill it'
- Maintain enhanced cleaning arrangements
- Minimise contact across the site and maintain social distancing, wherever possible
- Keep occupied spaces well ventilated

##### In specific circumstances:

- Where necessary, wear appropriate personal protective equipment (PPE)
- Where available, promote and engage in asymptomatic testing

## RESPONSE TO ANY INFECTION:

Always:

- Promote, and engage with, the NHS 'Test and Trace' programme
- Manage and report confirmed cases amongst the school community
- Follow local health protection team advice to contain any outbreak

We are looking forward to welcoming students back to school and recognise that it will be a challenge to: provide all the necessary support and reassurance that students will need; address gaps in their learning; and help them to make strong progress.

This policy supports the academy's revised **COVID-19 Risk Assessment and Action Plan**. It outlines the steps that will be taken to mitigate the risk of infection spreading and to keep our school community safe. To support our decision-making, parents/carers and staff members are also consulted and we will also be updating the risk assessment, this policy and associated procedures on a continuous basis, in response to new information and guidance.

## LEGAL FRAMEWORK

This policy has due regard to relevant legislation and guidance, including, but not limited to, the following:

[GOV.UK: Coronavirus Act 2020](https://www.gov.uk/coronavirus-act-2020)

[DfE, 1 Mar. '21: Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

[DfE, 1 Mar. '21: Safe working in education, childcare and children's social care](#)

[Cabinet Office, 10 May '21: Coronavirus restrictions: what you can and cannot do](#)

[DfE, 10 May '21: Actions for schools during the coronavirus outbreak](#)

[DfE, 13 May '21: Coronavirus: local restrictions in education and healthcare settings](#)

The policy operates in accordance with the following school policies, procedures and checklists:

- COVID-19 Risk Assessment and Action Plan
- Classroom Working Protocol (COVID-19)
- Site Cleaning Schedule (COVID-19)
- Site Maintenance Checklist (COVID-19)
- Transport to and from School Risk Assessment (COVID-19)

- Fire Evacuation Procedure (COVID-19)
- Behaviour Policy Addendum (COVID-19)
- Safeguarding Policy Addendum (COVID-19)

(These are amended to accommodate the measures in the revised risk assessment and policy documents)

## **RISK ASSESSMENT**

In order to accommodate the changes in national guidance, introduced with effect from 17 May '21, the whole-school risk assessment has been updated and revised to establish the level of risk, both before and after mitigation, and to ensure that appropriate measures are in place to protect students and staff, including through the use of appropriate social distancing and infection control measures. The risk assessment includes the following key areas:

- Safety of the school premises
- Cleaning measures, infection control and the ability to implement protective measures, e.g. social distancing
- Supporting the wellbeing of students and staff (including, in particular, more vulnerable members of the school community)
- Supporting students' learning
- Catering for students with special needs and disabilities
- Safeguarding
- Transport arrangements
- Trips and visits
- Out-of-hours use of school facilities
- Asymptomatic testing arrangements
- Supporting the 'Track and Trace' programme
- Contingency planning in response to local restrictions
- Communication of plans and procedures and required training

## Minimising the risk to vulnerable people

The greater level of risk to vulnerable people is considered carefully in the COVID-19 Risk Assessment and Action Plan.

The government's position on the attendance of 'clinically extremely vulnerable' (CEV) people has shifted, such that there is now a very clear expectation that students attend school. A very small number of students will have medical authorisation to 'shield' and, for these students, the school will need to ensure that appropriate support is put in place and students are able to work effectively from home. For CEV and 'clinically vulnerable' (CV) students, where parents/carers are concerned and significant risk factors are identified, the school will listen to these concerns and provide reassurance regarding the measures that are being implemented. Where a student lives with a clinically extremely vulnerable person, they should attend school. (The DfE guidance is very clear on this).

The default position for CEV staff is that they will not generally be required, or advised, to 'shield' (although there will be some medically authorised exceptions). Where we are able to support staff to work from home, we will consider this, taking into account both our obligation to run the school efficiently and effectively and our obligation to consider seriously any reasonable requests that support our staff. Where colleagues are clinically vulnerable, or where staff have concerns, an individual risk assessment will be conducted, with adjustments made, where practicable. Colleagues in this position are expected to attend, where it is not compatible with their job role for them to work at home. Where there are concerns, support will be provided and, where possible, measures will be taken. Black and minority ethnic people are at a statistically greater risk of contracting the virus and the school's position is that this should be considered in the same way as the approach for clinically vulnerable people. Those staff living with someone who is CEV (or CV) should attend work, where it is not possible to work from home. Again, where colleagues have concerns, they should contact the Business Manager or Head of School to talk these through.

## Minimising contact with people who are symptomatic

Individuals who have symptoms, or who have someone in their household with symptoms, are not to come onto the site. Furthermore, anyone who has tested positive in the last ten days must also not come onto the site.

Students/parents (and members of their households) and staff are eligible for testing and are strongly encouraged to take advantage of this service - in order to enable those who test negative to get back to school/work and, for those who test positive, to enable action to be taken to protect classmates and staff. Tests can be booked through the [NHS 'Test and Trace' website \(111 Coronavirus service\)](#), or by calling NHS 119.

## OTHER SOCIAL DISTANCING MEASURES

A variety of linked social distancing measures have been put in place to support the safety of the school's on-site provision.

## School day

The start and end of the school day, and break and lunch periods, are staggered for different key stages, as below:

	<i>Start</i>	<i>Break</i>	<i>Lunch</i>	<i>End</i>
<i>Years 7 - 9</i>	8.40 am	9.50 - 10.10 am	12.10 - 12.50 pm	2.45 pm
<i>Years 10 / 11</i>	8.30 am	10.50 - 11.10 am	1.10 - 1.50 pm	2.55 pm
<i>Years 12 / 13</i>	8.30 am	10.50 - 11.10 am	1.10 - 1.50 pm	2.55 pm

This supports safe and efficient movement around the site and enables more effective supervision during break and lunch periods.

## Travel to, and from, school

Parents/carers are asked to encourage their children to walk or cycle, where possible. Arrangements are in place for students to store their cycles securely.

Where students and staff use public transport to travel to school, they should follow closely government advice: [DfT, 19 Apr. '21: 'Coronavirus \(COVID-19\): safer travel guidance for passengers'](#)

Both car parks are open for dropping off and picking up students, but the sixth form car park is not used for parked cars through the school day, as it is a designated break-time / lunchtime space for groups of students. Parents dropping off students should stay in their cars. The main car park is used for staff, visitors and contractors.

On arrival, KS3 students line up in designated areas, where they are registered; KS4 students go directly to their tutor bases for their registration/tutorial. Students should arrive no earlier than 10 minutes before the start of the school day, i.e. no earlier than 8.20 am for students in years 10, 11, 12 and 13 and no earlier than 8.30 am for students in years 7, 8 and 9.

School-organised home-to-school transport – using our transport providers and/or our own vehicles – have all necessary safety measures in place (including cleaning vehicles thoroughly between trips) as detailed in the **Transport to and from School Risk Assessment (COVID-19)**. Students use hand sanitiser on boarding and, consistent with expectations for travelling on public transport, students, staff and drivers wear a face mask.

There are hand sanitiser stations at each entrance/exit to the school and students are expected to use these as they enter and leave the school.

## Movement around the site

A one-way system is in place (with floor markers) – to support social distancing.

Where they need to move rooms, teachers and TAs need to move promptly to lessons (to minimise queuing in corridors) and so lesson changeover bells have been re-

introduced at times when both students and staff will be moving (at 8.50 am, 11.10 am and 1.50 pm). TAs move to their next classroom five minutes before the end of the lesson and then help to supervise students' entry to the room.

The use of lifts is avoided, where possible. Where lifts need to be used for particular students/staff, specific risk assessments are put in place and followed.

## Grouping

Students are kept, as far as possible, in year group 'bubbles'.

## Break and lunch arrangements

Students are directed to specific dedicated areas for break and lunch times and, as far as possible, for the purchase /collection of food and the use of toilet facilities.

Dedicated break and lunch areas are as follows:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
Year 7 Courtyard	Technology Courtyard	Sixth Form Car Park	Technology Courtyard / Year 7 Courtyard	Sixth Form Car Park	Canopy o/s New Hall

By staggering break and lunch periods for key stages (as shown in the 'School Day' section), it is possible to achieve adequate separation between year groups. Areas are cleaned in between the times when different year groups will be using them.

Specific food serving points are also allocated for specific year groups, as below

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
Break 9.50-10.00: New Hall	Break 10.00-10.10: New Hall	Break 9.50-10.10 Kiosk	Break 10.50-11.00 New Hall	Break 10.50-11.10 Kiosk	Break 11.00-11.10 New Hall
Lunch 12.10-12.20: New Hall / Pizza Hub	Lunch 12.20-12.30 New Hall / Pizza Hub	Lunch 12.30-12.40 New Hall / Pizza Hub	Lunch 1.10-1.25 New Hall	Lunch 1.10-1.50 Kiosk / offsite	Lunch 1.25-1.40 New Hall / offsite

Hygiene provisions are in place for use of the biometric system (although parents will be encouraged to keep their Parent Pay account topped up with sufficient funds) and hand sanitizer stations are positioned in all food serving areas.

In order to minimise congestion in school corridors, at the end of the break and lunch-time periods, students line up in their tutor groups and their entry into the school buildings is controlled. Students are brought directly into classrooms, rather than lining up in corridors.

When weather is poor, students spend break and/or lunch periods in their classrooms.

## Classrooms

A revised **Classroom Working Protocol (COVID-19)** is in place.

Where necessary, classrooms are reorganised, so that students are not facing each other. Students are no longer required to wear face coverings inside school buildings – both in classrooms and in communal areas. Any student who wishes to wear a face mask in a classroom setting (and/or in communal areas) may do so, as long as they wear the mask responsibly.

Where possible, teachers should aim to stay 2 m. from the nearest student. Teachers are no longer expected to wear a face covering in the classroom, but they may wear a mask if they wish (for some, or all of the lesson).

TAs will also aim to keep distanced from both students and the teacher. As appropriate, well-judged choices should be made regarding the positioning of specific students – to facilitate easier access. Alternatively, hub areas or other rooms may be needed (again, with TA/student social distancing) for some periods of support.

Anyone entering the room during a lesson (e.g. to provide technical support) must (as far as possible) observe social distancing in relation to both students and other staff.

Windows are generally left open (for ventilation). It will be therefore be advisable to wear warm clothing. Some judgement can be exercised in how wide to open a window in a given situation. Where opening windows results in an uncomfortably cold working environment, coats can be worn and/or other sources of heating can be used. Also, where possible (bearing in mind fire safety and safeguarding issues), doors are propped open - to limit the use of door handles and improve ventilation. Air conditioning can be used in rooms that have it, as long as this is on the 'fresh air' setting. In cooler weather, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks - to purge the air in the space.

Classrooms should be tidy and uncluttered, with any unnecessary items removed (where there is space to store them elsewhere).

Where possible, teachers/TAs should distribute resources before the lesson starts (or have these available for students to collect as they come in).

Students enter classrooms as promptly as possible, to avoid congestion in corridors. At the end of a lesson, there is a controlled and orderly exit from the room.

Students and teachers / TAs use hand sanitiser on entry to the room.

## **Performing Arts**

Any singing, wind and brass instrument playing must be undertaken in line with the guidance provided by the DCMS for professionals and non-professionals: ['Working safely during coronavirus \(COVID-19\): performing arts'](#).

Hands must be washed/sanitised before, and after, handling equipment, especially when it is being used by more than one person. Sharing equipment should be avoided, wherever possible. As appropriate, name labels should be placed on equipment to help identify the designated user. If instruments and equipment have to be shared, they should be disinfected regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users in different year group 'bubbles', following government guidance on cleaning and handling equipment. Where possible, instruments should be cleaned by the students playing them.

Background, or accompanying, music should be kept down to levels that do not encourage teachers, or other performers, to raise their voices unduly. Microphones can be used to reduce the need for shouting, or prolonged periods of loud speaking or singing. However, where possible, it is best not to share microphones. If they are shared, the guidance on handling equipment and instruments must be followed. In drama, where possible, teacher presentations are pre-recorded – to avoid the need for voice projection.

Instrumental one-to-one and small group lessons are subject to a specific approved risk assessment being in place.

From 17 May, both indoor and outdoor performances, in front of a live audience, can be hosted, but it is essential that the latest advice in ['Working safely during coronavirus \(COVID-19\): performing arts'](#) is followed carefully. When an outdoor event is planned, ['Keeping workers and audiences safe during COVID-19 \(England\)'](#) must also be consulted.

The handling of music scores, parts and scripts is limited to the individual using them. For KS3 drama groups, scripts are projected - to avoid paper scripts being passed around.

KS3 drama lessons are planned to involve reduced student movement and more teacher / student modelling. Where possible, performing is stylised in a front-facing manner. Scenes are staged with increased social distancing (as if they were acted out on a large stage).

Space is maximised by taking away any unnecessary furniture, storage, props etc. Students' bags are placed along the length of the room to avoid 'piling' and support social distancing.

For good ventilation, the fire door in the Drama Studio is kept closed and the door to the English hub is kept open.

Peripatetic teachers can continue to be engaged. In individual and small group lessons for music, dance and drama, social distancing should be maintained wherever possible, and so teachers should not provide physical correction.

## **PE and Sports**

Wherever possible, activities take place outside. Any indoor activity takes place in a well-ventilated, large space and careful consideration is given to the nature of the activity.

Equipment is cleaned between usage by classes in different year group 'bubbles'.

Students wear their PE kit on the days that they have a PE lesson, thus avoiding the need to use the changing rooms.

The only team sports included in the curriculum are those that are on the list available at '[Coronavirus \(COVID-19\): grassroots sports guidance for safe provision, including team sport, contact combat sport and organised sport events](#)'

Indoor and outdoor team competition can now take place between different schools, but guidance must be followed carefully so that risks are managed appropriately.

## **Design and Technology**

The curriculum is adapted, so that the use of electrical machinery that relies on air extraction is avoided.

The use of any hand tools that may require close supervision for safe use, are avoided, or else teachers / TAs use additional PPE for these sessions – to enable safe circulation and closer supervision.

Equipment is cleaned between usage by classes in different year group 'bubbles'.

(Given the relative positioning of the workshops) students are organised and brought into / out of workshops in an order that avoids students from different year groups coming into close contact with each other.

Risk assessments for seating around workbenches establish suitable arrangements / configuration.

## **Science**

The curriculum is adapted to limit the use of practical work, where possible, making good use of teacher demonstrations and video demonstrations instead.

Risk assessments for rooms with central seating pods establish suitable arrangements / configuration.

## Remote Learning

Where students are working at home, in the short term they will be directed to relevant Oak National Academy resources. In the longer term, where students are self-isolating for a 10-day period, where possible, they will be invited to join 'live' classroom-based lessons via Teams. On other occasions, they will be directed to other targeted digital and recorded teaching and resources that align with the curriculum taught in the classroom.

## Sixth Form Study Area

The Sixth Form Common Room, and an adjacent work room, have been reorganised to accommodate students (with appropriate seating arrangements) when they have private study periods.

## Library

A rota is in place that provides break and lunch-time access to a specific year group on a specific day.

Hand sanitiser is used on entrance to the library.

Students return their books to a large plastic box, which is kept safely for 72 hours before scanning books back in and returning them to the shelves. Book collection boxes are also placed in form rooms, with the same hygiene measures applied. [A 'click and collect' service is also considered.]

Tables are organized to support social distancing and without 'face to face' positioning.

Measures are in place to support social distancing from library staff – in the form of a protective screen.

## Use of toilet facilities

Toilet facilities are kept stocked up with soap and hot water is readily available. This is checked regularly throughout the day (as defined by the **Site Maintenance Checklist (COVID-19)**).

The toilets are cleaned regularly throughout the day by cleaning staff, consistent with [PHE, 16 Oct. '20: 'COVID-19: cleaning of non-healthcare settings outside the home'](#) and as specified in the **Site Cleaning Schedule (COVID-19)**. This includes cleaning toilets between each of the two break periods and between each of the two lunch periods.

Toilet areas are adequately ventilated.

Expectations regarding the use of toilets, and related hygiene measures, are reinforced through the use of posters. The use of toilet facilities during the break period is supervised.

Only two students are allowed to enter into a washroom / toilet area at any time. Students are generally expected not to use the toilets during the lesson periods (unless they have a medical 'toilet pass').

Water fountains are provided to enable students to fill up water bottles (so that these can be used instead of taps/sinks).

### **Staff break / work areas**

Departmental work areas and office spaces are often not large enough to accommodate the full team of staff - with appropriate social distancing measures (ideally 2 m. spacing) in place. Teaching staff may, therefore, need to use vacant classrooms as working spaces and teams of staff may also need to meet in classrooms (as long as there is sufficient space to socially distance).

The Staff Room is available for staff use, but is reorganised to support social distancing.

Support staff with operational challenges (to achieve social distancing) in their work spaces should discuss these with the Business Manager, who will consider a range of measures that could include: avoiding face-to-face positioning; protective screens; temporary relocation for some; and/or staggered working hours.

Hand sanitisers and cleaning products are available in all office areas.

Wherever possible, visits to offices (from colleagues based elsewhere and other visitors) should be avoided. Contact should be made by telephone and email, wherever possible. **Where colleagues do visit an office, they should ensure that they socially distance and/or wear a face mask.**

### **Visitors**

Entry to the Reception Area is controlled. Screens are installed around the Reception desk and entry into the Reception Area is prevented for any unauthorised visitors. The entrance foyer area (especially door handles) is cleaned regularly.

Access points and protection measures, in relation to visitors, are reviewed, with times for contractors arranged in such a way that the number on site at any one time is minimised. Access for visitors is limited to essential business only and, where possible, visits are arranged outside of the school day (i.e. not during students' hours).

A Health Declaration Check is completed (verbally) with each authorised visitor, as a condition of entrance into the school building.

Visitors sanitise their hands on entry and exit, wear a face mask and are briefed on Health and Safety protocols, consistent with this policy. Where possible, Health and Safety information is provided in advance of the visit and checked/reinforced on arrival.

For any visitors working closely with students (e.g. specialist support agencies for SEND students), as agreed and risk assessed, PPE is made available (in addition to social distancing measures), as appropriate.

### **Assemblies / large meetings**

Assemblies, or other large congregations of students or staff, will generally be avoided and will only take place for, or for grouping within, year group 'bubbles'. Widespread use will be made of video conferencing technology. Social distancing must be observed for any small on-site meetings. Meetings of governors and directors are conducted through video conferencing technology.

### **Extra-curricular activities and educational visits**

Schools are now able to resume educational day visits and domestic residential educational visits. Students must be grouped into 'bubbles', formed from their existing 'bubbles'. These new 'bubbles' should be as small as possible, and should not exceed 30 students. Parents/carers or volunteers should not accompany the group. The integrity of the 'bubble' must be maintained throughout the visit.

Any educational visits must be conducted in line with the relevant COVID-19 secure guidelines and regulations in place at the time, with full risk assessments in place.

No international travel can take place until 5 Sep. '21 (and this will be subject to review).

### **Student behaviour**

A **Behaviour Policy Addendum (COVID-19)** is in place, outlining how high expectations for the safety and wellbeing of all members of the school community are maintained through the management of students' behaviour. This is communicated clearly to staff, parents/carers and students and action is taken as required – securing social distancing in the interests of safety.

The approach to the management of student behavior, in these circumstances, is compassionate and proportionate, supporting students who may exhibit problematic behaviours as a response to trauma that they may have experienced during 'lockdown' and due to the economic and social instability experienced by many families during the pandemic. Nevertheless, no student can be allowed to create an unsafe environment for themselves and others.

Students are told that they must not touch staff and should keep their distance. Where possible, they should also avoid contact with their peers.

### **Uniform**

Students are expected to attend in full school uniform, as usual (although they are asked to wear their PE kit on days when they have PE). Any failure to do so should be reported to the relevant year office.

## **Student attendance**

In almost all cases, students should attend school. Where a young person is under the care of a specialist health professional, a course of action is determined in conjunction with this medical advice and, in this case, absence is not penalised

## **Supporting and safeguarding students**

We aim to ensure that students' emotional needs are well supported, and will provide pastoral/counselling support, as required.

The Relationships, Sex and Health Education (RSHE) programme gives timely coverage of issues relating to mental health and wellbeing. Additional sessions are also provided to highlight important safe working issues in relation to online working.

We will continue, and enhance, programmes to support vulnerable students with rebuilding friendships, social engagement and equipping students to respond to issues relating to COVID-19.

Staff should be alert to any safeguarding concerns and follow procedure, in line with the Safeguarding Policy and Safeguarding Policy Addendum (COVID-19).

The SENCO reviews EHC plans and linked risk assessments to determine what support will be needed for individuals to return to school under this model of provision. Students' views, the views of parents/ carers and, as appropriate, specialist views will be taken into account.

## **Supporting and safeguarding staff**

We encourage staff to give an early indication of specific pressures / difficulties and issues concerning work-life balance, directly to the Business Manager or Head of School. Line managers are also consulted, as appropriate, regarding staff deployment and welfare issues. A counselling support service is also available to staff. Furthermore, colleagues are able to access the [Education Support Partnership](#) - as a further/alternative source of support and guidance.

Where colleagues have concerns about coming onto the school site, their views will be taken seriously, together with any medical advice. An Occupational Health Service referral is made, as appropriate. Where it is judged appropriate for the member of staff to come onto the site, reasonable adjustments are put in place. Where staff are able to work from home, they may be prioritised for home working. [The duty to protect the mental, as well as physical, health of staff is recognised and the approach outlined above reflects this].

Staff are given guidance in how to ensure safe online teaching and learning practice.

## **Fire Safety**

Revised arrangements are in place. These are outlined in the Fire Safety Evacuation Procedure (COVID-19).

## **OTHER INFECTION CONTROL MEASURES**

Robust infection control measures are in place - in the interests of the safety of the school community. The following measures are implemented:

### **Cleaning hands frequently**

All site users are encouraged to wash hands regularly and thoroughly (for 20 seconds at a time with running water and soap and dry them thoroughly) and/or to use hand sanitiser, ensuring that all parts of the hands are covered. Specifically, all site users are required to use hand sanitising gel on entrance to, and exit from, the site.

Furthermore, all students and teaching staff are required to use hand sanitising gel at the start of each lesson period. [The gel is situated on a table near the entrance to the classroom door and staff supervise students' use of this]. Hand sanitiser is also available in all other frequently used indoor spaces, including the library, staff room and offices/work areas. Furthermore, sanitising stations are positioned in food service areas.

Students are discouraged from touching their faces, or putting objects in their mouths. Posters and rolling digital displays reinforce good hygiene measures.

### **Ensuring good respiratory hygiene**

The 'Catch it, Bin it, Kill it' approach is promoted through the school, including through the use of posters and rolling digital displays.

A good supply of tissues is supplied in each classroom. Foot-operated pedal bins are also situated in each classroom and in other high usage areas around the site. These bins are emptied regularly.

Disposable gloves and disinfectant wipes/spray are available in each classroom (in case anyone sneezes).

### **Using face coverings appropriately**

Students are no longer required to wear a face mask inside (or outside) the school buildings (both in classrooms and in communal areas). However, students may wear a face mask if they wish, as long as it is worn correctly and responsibly. Students using school transport must continue to use a face mask for their journeys.

Unless they are exempt, staff and visitors must wear face masks inside the school buildings, in communal areas (including corridors) and whenever they cannot maintain social distancing. In the classroom, staff are not required to wear a face mask, but they should take into account the need for appropriate social distancing.

Where masks are worn, they must be removed without touching the front of the face covering. If the face mask is reusable, it must be placed in a plastic bag and kept safely with the person concerned; temporary masks must be disposed of in a covered bin. [There are pedal bins at each entrance to the school and in each classroom].

## **Cleaning the site effectively**

We ensure that our cleaning contractors follow carefully the published guidance on cleaning (infection prevention and control) – [PHE, 16 Oct. '20: 'COVID-19: cleaning of non-healthcare settings outside the home'](#).

An enhanced cleaning schedule (the Site Cleaning Schedule (COVID-19)) is implemented, including definition of responsibilities, methods, frequency and in which circumstances an additional clean is needed.

Cleaning prioritises surfaces that are touched by multiple people – photocopiers, door handles, table/counter tops, computers (including mice/keyboards), whiteboards, light switches, telephones, chairs, bannisters, specialised equipment for SEND students, toilets, toilet handles, sinks, taps, etc.

Cleaning substances are risk assessed. Dirty water is disposed of safely and there is a designated locked area for cleaning products.

We monitor carefully the standard of cleaning and keep in close liaison with the cleaning company's management team.

Approved cleaning products are provided in all communal areas – classrooms, library, office spaces, reception desk, first aid bay, toilets etc. These areas are cleaned by the cleaning contractors, taking into account high incidence touching surfaces and multiple users, consistent with [PHE, 16 Oct. '20: 'COVID-19: cleaning of non-healthcare settings outside the home'](#), but also allowing colleagues to be responsive and to take further measures, as they wish.

## **Use of resources and equipment**

Where possible, resources are laid out on desks before the class enters the room and, where possible, sharing resources is avoided. Resources (including text books) can be shared but they must subsequently be cleaned (wiped down with disinfectant) before use by a class in a different year group 'bubble', or stored and rotated so that they are unused for a period of 48 hours before their next use (72 hours for plastics).

Students should bring their own pencil cases with all the equipment they need.

Where possible, students' books/folders are kept in classrooms, but students are able to take these to and from home, as necessary.

Teachers mark students' work (in accordance with Assessment Policy), but they should sanitise/wash their hands, before and after contact.

Library books are loaned out and are sanitised before handing out and on receipt.

## **Personal Protective Equipment (PPE)**

Reference to PPE in this section means: fluid-resistant surgical face masks; disposable gloves; disposable plastic aprons; and eye protection, e.g. face visor or goggles.

The Government has advised that the majority of school staff do not need to wear PPE routinely, beyond what they would normally use for their work, even if they are not always able to maintain a distance of two metres from others. Where staff wish to use PPE, they must liaise with the Business Manager and demonstrate that they are able to use it correctly.

In accordance with DfE guidance, PPE is provided to staff (who are expected to use it) in the following circumstances:

- 1) Where staff are caring for students whose intimate care needs already require the use of PPE
- 2) Where a student becomes unwell on site - with symptoms of Coronavirus - and requires direct personal care until they can go home, a fluid-resistant surgical mask should be worn by the staff member caring for the student. If contact with the pupils is necessary, the staff member should wear disposable gloves, a disposable apron, and a fluid-resistant surgical mask. Where there is a risk of splashing to the eyes, e.g. from coughing, eye protection should be worn.

When using PPE, staff follow PHE's guidelines on putting on and taking off equipment. PHE's infographics will be displayed in the medical area. Before using PPE, colleagues should watch this [short video](#). Any queries/questions should be directed to the First Aid Officer or the Business Manager.

When using face masks, staff ensure that the masks:

Cover both the nose and mouth.

Do not dangle around the neck

Are not touched, once put on, except when carefully removed before disposal.

Are changed whenever they become moist or damaged.

Are only worn once and then discarded.

PPE is disposed of by putting it into the plastic bag inside a closed pedal bin. The bin bag will be taken out of the pedal bin by the site staff and placed inside another bag ('double bagged'). The waste is stored safely and securely kept away from students. It is not put out for refuse collection for at least 72 hours. This waste does not require a dedicated clinical waste collection.

Additional risk assessments are conducted to determine whether PPE is required for other tasks and activities.

PPE supplies are available from the reception desk and in each classroom. Gloves, aprons and surgical masks are available.

Any waste from the lateral flow testing centre is 'triple bagged' and stored / disposed of securely and safely (according to guidelines).

### **On-site development of symptoms**

A protective screen is installed around the first aid bay.

If someone becomes unwell on site, with a new, continuous cough or a high temperature, they are sent home (by a senior member of staff). Where this is a student, parents are contacted. A contactless thermometer is used to inform the judgement regarding COVID-19 symptoms.

Where a student needs to be collected, they are moved to a dedicated room, where they can be isolated – behind a closed door, with ventilation. (If it is not possible to isolate them, they are moved to an area that is at least 2 m. away from other people).

If the person needs the toilet, they should use a separate toilet, which should then be locked and subsequently deep-cleaned before further use.

In any situation where a 2 m. distance cannot be maintained, first aid staff wear PPE (disposable gloves, apron, disposable face mask and eye protection).

Where a parent/carer collects their child from school, they are asked to wait in their car, while the student is escorted by the first aider (at a safe distance) to them. Where they are not in a car, a meeting point is agreed, outside of the school buildings.

In the case of an emergency, 999 is called.

Where a member of staff has helped someone who was unwell with COVID-19 symptoms, they do not need to go home themselves unless they also develop the symptoms (in which case, a test is available), or the person subsequently tests positive. They should wash their hands thoroughly for 20 seconds.

The area where the person has been, and all surfaces with which the person has been in contact, should be cleaned with disinfectant. Gloves and an apron should be worn (as a minimum). Where an area has been heavily contaminated, such as with visible body fluid, protection for eyes, nose and mouth should also be used. Public areas where a symptomatic person has passed through, and spent minimal time (and are not visibly contaminated) can be cleaned as normal.

Disposable cloths/mop heads and/or paper towels should be used for cleaning, with an approved disinfectant.

Waste from possible cases is put in a pedal bin, collected and double bagged by the site team (as for other waste). It is kept for 72 hours and then disposed of with normal waste.

### **Management of a symptomatic case on the school site**

Anyone who presents on the school site with COVID-19 symptoms is sent home to self-isolate for that day and the following 10 full days. Their fellow household members should self-isolate for the same period.

Staff and students who are symptomatic should get tested. In these circumstances, parents can access testing for their child using the 111 online Coronavirus Service; the school can book testing for staff through a dedicated online portal.

Where the student, or member of staff, tests negative, they can return to school and the members of their household can end the self-isolation.

Staff who have helped someone with symptoms, and students who have been in close contact with them, do not need to go home to self-isolate, unless they themselves develop symptoms (in which case, they should arrange a test), or if the symptomatic person subsequently tests positive, or they have been requested to do so through 'Test and Trace'.

Everyone who has been in contact with someone who has been unwell, with COVID-19 symptoms, should wash their hands thoroughly (for 20 seconds) with soap and running water, or use hand sanitiser.

[See the **COVID-19 Risk Assessment and Action Plan** for further detail]

### **Management of confirmed cases**

Parents/carers are asked to inform the school, without delay, of the results of a COVID-19 test via the designated email address:

[covid@chaseterraceacademy.co.uk](mailto:covid@chaseterraceacademy.co.uk)

Any individual confirmed case is reported to the Local Authority Response Team. In these circumstances, the school will conduct a rapid risk assessment to establish a list of 'close contacts' with the person over the period that they were infectious and these 'close contacts' (students and/or staff) will be sent home to self-isolate for that day and the following 10 full days.

'Close contacts' are defined as people who have had:

- face-to-face contact with an affected individual, within a one metre distance, over any period of time (including: having a face-to-face conversation; being coughed on; or having skin-to-skin contact); or
- contact (not face-to-face), within one metre, for one minute or longer;
- extended contact with an affected individual, within a two metre distance, for over 15 minutes (either as a one-off contact, or added up together over a day); or
- a journey with an affected individual, in a small vehicle (such as a car).

Where several cases are detected (through the national 'Test and Trace' Programme') in the school, or in the local area, the Local Authority Response Team will advise on further action.

### **Asymptomatic Lateral Flow Device (LFD) testing**

Rapid testing (using LFDs) is an important part of the plan to suppress the virus. The lateral flow devices used have received regulatory approval for self-use. LFDs help to identify people who are infectious, but do not have any coronavirus (COVID-19) symptoms.

For secondary schools, the approach is a home testing model. Both students and staff are encouraged to do home testing twice each week. Sunday and Wednesday will be designated staff home testing days. [Students aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the

test if necessary. Children aged 11, attending a secondary school, should be tested by an adult]

Students (and their parents/carers) and staff are supplied with LFD test kits for this home testing programme. Testing is voluntary, but strongly encouraged. All are asked to report their result to NHS 'Test and Trace', as soon as the test is completed (online or by phone, as explained in the home test kit) and are also asked to share their home test result, whether void, positive or negative, with the school, to support with contact tracing. Positive results should be reported to [covid@chaseterraceacademy.co.uk](mailto:covid@chaseterraceacademy.co.uk)

A small Asymptomatic Testing Site (ATS) will be retained, so that testing can be offered to students who are unable, or unwilling, to test themselves at home.

Staff and students (and their parents/carers) with a positive LFD test result will need to self-isolate in line with the 'stay-at-home' guidance. Where the test was done at home, they will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. Where a LFD test result is positive, and a confirmatory PCR test is then taken (within two days), a negative PCR result overrides the LFD test result and the individual, and any identified close contacts, can return to school. Those with a negative LFD test result can continue to attend school and use protective measures. Positive results should be reported to [covid@chaseterraceacademy.co.uk](mailto:covid@chaseterraceacademy.co.uk)

LFD home testing should not take place for a period of 90 days, following a positive PCR result.

## COMMUNICATION AND TRAINING

All social distancing and infection control measures are communicated to all relevant stakeholders, including students, parents/carers, staff, visitors, suppliers and contractors. All members of the school community are reminded regularly of their responsibilities.

Staff are informed of all relevant plans, including safety measures, timetable changes and staggered arrival and departure times, and, as required, have training on the new measures. They are encouraged to provide continuous feedback on the arrangements that are in place.

Students receive detailed reinforcement of expectations in lessons – as outlined in the **Classroom Working Protocol (COVID-19)** and the **Behaviour Policy Addendum (COVID-19)**.

Visual aids around the school remind the school community of the measures in place, and the expectations, with regard to social distancing and infection control.

## MONITORING AND REVIEW

This policy (and the **COVID-19 Risk Assessment and Action Plan**) is reviewed regularly by the Executive Headteacher, in consultation with the Head of School and other senior staff. The review is informed by feedback from site users and parents/carers.

Updates made to this policy are communicated to all staff members and parents/carers. The Executive Headteacher also liaise regularly with the Chair of the Trust Board and the Chair of Governors and keeps directors of the Trust and members of the Governing Body well-informed of any significant developments in relation to changes in provision and the risk management process.

Stuart Jones; 16 May '21