



GREENWOOD  
ACADEMIES TRUST

# COVID-19 Revised Operating Procedures

**March 2021 - Secondary Academies**

The Wells Academy

Completed by: Marcus Shepherd

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Revised 03/03/2021



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

### **General Notes**

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

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

When combined, these constitute the Trust's response to UK Government guidance to support full reopening of Schools and Academies and are designed to keep staff, pupils and visitors safe whilst operating an Educational Facility.

In drawing up these new arrangements, the Trust has consulted with Trades Union through our agreed arrangements and Employee Reps on the Trust Health and Safety Committee and The Trust Board.

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

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



## Purpose

The purpose of the Revised Operating Procedures is to facilitate the full reopening of Trust Academies, **only** in accordance with the guidance issued by the UK Government. Any attempt to operate provision outside the scope contained in the guidance will leave the Trust and individuals exposed to potential prosecution as it will be operating outside of any nationally recognised advice or scientific evidence.

The full UK Government guidance can be found here:

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

## Status

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

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

## Risk Assessments

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

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



## **HSE**

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

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

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

## **RIDDOR reporting**

The HSE have revised RIDDOR guidance so that incidences of Coronavirus are now RIDDOR reportable if there is a reasonable evidence that it was caused by exposure at work: <https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm>

This places greater emphasis on our protective measures to keep people safe and avoid transmission.

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

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



## Trust Board/Senior Leadership Team

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

## Programme for Reopening

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

## Outline timetable – Approval of OPs/RAs

- 6 July - draft Operating Procedures shared with SLT
- 7 July - draft shared with Unions, Health and Safety Committee, Trust Board
- 9 July – approved Operating Procedures shared with Principals
- 8 – 15 July - revised RAs, Guidance etc. developed and shared with H&S reps
- 8 July - Principals Q&A
- If Principals do not propose amendments and have not elected to take any of the optional decisions where indicated then they should confirm this within the OPs and then complete the required site specific RAs
- If Principals have proposed amendments then these should be submitted by 10 July for consideration, following approval or otherwise OPs should be updated and the required site specific RAs completed – all proposed amendments should be described in the OPs and highlighted in **red text for ease of identification**
- If Principals choose to make a local decision where this is indicated as permissible then this should be demonstrated in the OPs with a description of the decision in **red text for ease of identification** and supported by Risk Assessment. Until this is complete these decisions will not be supported.
- 13-15 July Amendments approved/declined
- 8 July – 13 July Academy specific RAs completed



- By 16 July – Academy specific Risk Assessments and Approved Operating Procedures shared with Unions/ All staff and training plans/briefings scheduled for beginning of term
- By 17 July publish Risk Assessments **(This is an HSE requirement)** and Operating Procedures on Academy Website

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

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

### **Prior to reopening**

- Phase 1 After first reviewing this document and associated Risk Assessments, Principals, SLT, Site Managers H&S Contact and rep review preparations, walk through arrangements, revise and update risk assessments to be site specific, seek approvals for variations to Operating Procedures, complete readiness for opening statement or issue delay notice.
- Phase 2 All staff (inc SLT) review all Operating Procedures, Risk Assessments and Guidance. All Trust employees will be required to confirm that they have read the Operating Procedures and Risk Assessments and that they have had an opportunity to ask questions at a Principals briefing (on-line), groups of staff start return to work (only those required to be on site) in accordance with new procedures. Principals hold staff briefings either on Teams or in small groups social distancing, letter to parents outlining the approach and new procedures. We understand that Principals may choose to use INSET for this

### **On reopening**

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



## **Principal's Role**

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

- Conduct a full site inspection with the Site Manager and H&S Contact and rep to confirm readiness to open
- Review all Risk Assessments and guidance and ensure appropriate modifications are made to ensure they are site specific
- 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.

## **Summer Access**

If Principals or staff require access to their site during the summer break then this should be arranged with site staff. However access should be managed in a way which is consistent with these Operating Procedures and in a manner where hygiene/cleaning is maintained.

## **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 8<sup>th</sup> March 2021.</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>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, except for areas where local lockdown means that shielding will continue.</p> <p>Pupils and staff who were previously shielding, considered extremely clinically vulnerable or clinically vulnerable and pregnant staff can return to work provided the system of controls in the OP</p> | Y             |





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|   | <p>and RAs are in place and In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practice frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. 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> <p><b>Please see the guidance 'COVID-19 Guidance for Principals - full opening of schools' from the People Directorate emailed to all Principals 17July</b></p> <p><b>At The Wells Academy:</b> Year group bubbles will be employed across Y7 to Y11 based in different areas of the school.</p>   |  |
| <p><b>DfE MUST</b><br/><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 14 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> |  |



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|   | <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> <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>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></p> <p>The government is recommending universal use of face coverings in all Secondary. Schools that teach children in years 7 and above are being advised to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Recent guidance has now also stated that students and staff should wear face coverings in classrooms, where social distancing cannot be observed. Primary school children will not need to wear a face covering.</p> <p>Based on new Government advice, visors are not now considered as an effective face covering and masks should be worn as above (visors may <u>also</u> be worn, in addition to face masks, if preferred).</p>   | Y |



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|  | <p>In particular, schools that teach years 7 and above will 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.</p> <p><b>Exemptions</b><br/>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><br/>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> |  |
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### Safe wearing and removal of face coverings

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. **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.**

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.

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) 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.

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).

### Further guidance on face coverings

- Safe working in education, childcare and children's social care provides
- Face coverings in education settings



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| <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 <u>Public Health England health protection team</u>. 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>• <u>book a test</u> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li><li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li><li>• <u>self-isolate</u> 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 <u>testing and tracing for coronavirus website</u>, 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>Latest guidance confirms that home testing kits will be made available to schools. 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.</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</p> | <p>Y</p> |
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|  | <p>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><li>• if someone tests positive, they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li></ul> <p>From March 3<sup>rd</sup>, The Wells Academy will offer 3 tests to pupils 3-5 days apart (this can be phased) after 3 tests pupils will carry out home testing twice a week. Parents and carers have been informed that they must inform the school about any positive tests. If a student tests positive then they, and those identified as a close contact, must self isolate for 10-days or until the confirmatory PCR test reports as negative.</p> |   |
| <b>DfE MUST</b><br><b>Manage confirmed cases of coronavirus (COVID-19)</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>   | Y |



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| amongst the school community | <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> <ul style="list-style-type: none"><li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li><li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li><li>• travelling in a small vehicle, like a car, with an infected person</li></ul> <p>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 <u>section 5 of system of control</u> 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.</p> <p>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.</p> |  |
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|  | <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. <b>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</b></p> <p>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 <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>. They should get a test, and:</p> <ul style="list-style-type: none"><li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li><li>• if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u></li></ul> <p><b>DfE guidance states that <i>'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'</i>.</b></p> <p>Further guidance is available on <u>testing and tracing for coronavirus (COVID-19)</u>.</p> |  |
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| <b>DfE MUST</b><br><b>Contain any outbreak-</b> by following local health protection team advice                                       | <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> |  |
| <b>DfE MUST</b><br><b>Hygiene</b> - cleaning hands more often than usual – wash hands thoroughly for 20 seconds with running water and | <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>   |  |



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| <p>soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</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><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></ul> <p>Students, staff and visitors must wash or sanitise their hands at the following times:</p> <ul style="list-style-type: none"><li>o On arrival</li><li>o After breaks</li><li>o On room changes</li><li>o After eating</li></ul>   |  |
| <p><b>DfE MUST</b></p> <p><b>Ensuring good respiratory hygiene</b> - by promoting the 'catch it, bin it, kill it' approach</p> | <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. 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</p> |  |



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|  | 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.  |  |
| <b>DfE MUST</b><br><br><b>Introduce enhanced cleaning</b><br><br>including cleaning frequently touched surfaces often using standard products, such as detergents and bleach | <p>COVID-19 is easy to kill on surfaces and skin and you don't need specialist cleaning products to do so – normal cleaning products will do this.</p> <p>Points to consider and implement, putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <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></ul> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#"><u>COVID-19: cleaning of non-healthcare settings guidance</u></a>.</p> |  |
| <b>DfE MUST</b><br><br><b>Minimise contact</b><br>between individuals and maintain social  | 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.   |  |



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| distancing wherever possible | <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> <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> |  |
| NHS COVID-19 App             | <p><b>If staff or students are using the NHS COVID-19 APP:</b></p> <p>- Inform all students, to inform a member of staff if they receive a notification during the day that they had been in contact with a positive case (to support this, the notification itself will advise them</p>  |  |



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|  | <p>that if they are under the age of 18, they should show the message to a trusted adult and self-isolate.)</p> <p>- The staff member should then put in place The Wells academy agreed process, including making appropriate arrangements for the student to leave the setting at the earliest opportunity to begin self-isolation.</p> <p>If a staff member receives the notification, they should also follow the usual process of informing an appropriate person before self-isolating.</p> <p>There is no requirement to change the existing policy on the use of mobile phones by students due to their use of the app.</p> <p>There are likely to be occasions when students and staff are not near their phones, such as during physical education. In these situations, contact tracing should be switched off/paused.</p> <p><b>NHS QR posters could be considered in the following circumstances:</b></p> <ul style="list-style-type: none"><li>• if a setting hosts an event with external guests on the premises, such as a nativity or student art show – depending on the registration arrangements in place, NHS QR check-in would be for people visiting rather than students and staff in these contexts</li><li>• if the premises are let out during evenings, weekends or holidays to external providers</li><li>• if a setting thinks that use of NHS QR codes and the app is more effective than their existing process for recording external visitors, and providing those visitors' details to NHS Test and Trace in the event of a positive case at the setting</li></ul> <p>When needed, schools and colleges can <u><a href="#">create NHS QR code posters</a></u> online for free.</p> |  |
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| <b>Grouping 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>In this guidance for the autumn term, 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 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</p> |  |
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|  | <p>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>At The Wells Academy pupils will be year group bubbles to ensure that a broad curriculum can be delivered and, where safe to do so, specialist subjects can be taught. Introducing the year group bubbles will minimise the number of people required to isolate should someone in the group become ill with coronavirus (COVID-19). Pupils will be taught all lessons other than Science, Maths and PE in the same group which will further reduce the amount of mixing within the groups. Science, Maths and PE will be taught in a different combination due to the nature of these subjects requiring specific groupings. It was felt that but trying to include these subjects in the consistent groupings would have an adverse impact on the teaching in these subjects. Pupils will be encouraged to maintain social distancing in classrooms within their groupings. The organising of the timetable has been done such to minimise the sharing of rooms and social spaces between year group bubbles and, where possible, between groups within the year group bubble. Year group bubbles at The Wells Academy will be sectioned onto separate floors/corridors with as many lessons as possible for the year group being taught in these areas. Where this is not possible (i.e. specialist subjects such as Dance, PE and Art) the rooms used will be cleaned in line with the guidance in between use by another year group bubble. The timetable ensures that this is required in very few circumstances.</p> <p>Secondary year group bubbles should be facilitated in year group zones within Academy buildings wherever possible. This will limit the need for pupil movements and therefore demands on the cleaning service. Zones should be clearly identified and have their own entry/exit point to reduce the opportunity for mixing of year groups.</p> <p>Each year group/bubble will have its own zone for the majority of their lessons – some controlled movement from the zone for specialist teaching will be allowed. Zones will be clearly identified with signage and barriers where appropriate.</p> |  |
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|                                      | <p>Different class groups in the same year group zone will be able to use alternative classes in their zone without additional cleaning, this will facilitate setting to be maintained.</p> <p>Within zones pupils will not be required to sit next to the same pupil in different classrooms</p> <p>Timetabling of specialist rooms should be reviewed to ensure they are used by as few year group bubbles each day as possible. Where different year groups use specialist rooms outside of their zone then they will need to be cleaned before the next year group uses them.</p> <p>Specialist rooms will be timetabled carefully – the site and cleaning team will have clarity on what needs cleaning and when – before any different year groups access a specialist space.</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> <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</p>   |  |





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|                           | <p>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 with the staff working with them remaining in the specified year group bubble.</p> <p>Staff will be instructed to remain at the front of the class wherever possible. If moving around the room to maintain as great a distance as possible, and to minimise the time doing this.</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. <b>In these circumstances students and staff are strongly advised to wear a face covering to reduce the risk of spreading the infection.</b></p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>All normal teaching classrooms to be set up with students side by side and forward facing. Some specialist rooms, that are required to maintain the breadth of curriculum and student options, will be set up with students facing in alternate directions but not all forwards (never towards each other).</p> |  |
| <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>  |  |



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|  | <p>At The Wells Academy all year groups will have their assemblies via TEAMS, wherever possible. Year 11 tutorial sessions will now also be delivered via TEAMS to prevent large groups of students congregating. Where an assembly is urgently required, the hall will be cleaned between year group bubbles going into them in line with the guidance. This will only be in exceptional circumstances.</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>At The Wells Academy start, and finish times have been staggered to ensure that entry and exiting the academy does not encourage large gatherings to form. Pupils will be sectioned off to different outdoor spaces to line up and be brought into the academy in a safe manner. Break and lunch times will be staggered with no more than two year group bubbles being on at the same time. Where this does occur, there will be a 7m distance maintained in the canteen and this area will be cleaned between sittings. When not eating pupils will be allowed to be outside in their designated areas.</p> <p>Students will remain in their zone for the vast majority of their lessons, minimising chance of passing students from another zone.</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. Rooms will be allocated for staff to use when they are not teaching and to use when having a break. Each room will have a maximum occupancy which will allow for social distancing to take place.</p> <p>All staff rooms and staff workspaces will be set up to allow staff to maintain at least a 2m distance between them. Maximum occupancy will be signposted on the way in to each space and seating arrangements will be fixed to reflect the maximum occupancy. Staff using workspaces that may</p> |  |
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|  | <p>have been/be used at a later point by other staff will be expected to maintain careful hygiene levels (wash hands, sanitise and to wipe down area with antiviral wipe before/after use).</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>   |  |
| <b>Class group or year group bubbles</b> | <p>Year groups will 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>Lessons in zones, staggered and different gate arrival and departure, staggered break and staggered lunches to achieve this. Staggered break and lunch times allow cleaning between them.</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 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</p> |  |



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|                      | <p>will also want to consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Year group bubbles, zones and staggering of breaks previously described.</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>Staff will operate across bubbles and maintain 2m social distancing from all pupils and colleagues where possible. However, pupils requiring one to one support will be allocated a staff member who will be assigned to that pupil's year group bubble. These colleagues will not work with any other year group.</p>  |  |
| <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 government guidance. <b>This includes new starters for September 2020 or staff who have previously not attended site.</b></p> <p>Temporary or agency staff who will be on site for more than a week will be required to log onto SMARTLOG and complete the COVID module and complete the MS form</p>  |  |



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|  | <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,<br/>Supply or Agency<br/>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>Temporary or agency staff who will be on site for more than a week will be required to log onto SMARTLOG and complete the COVID module and complete the MS form.</p> <p>From September it is also possible for staff to 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</p> |  |



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|                              | <p>supply or agency staff carefully and if required agree longer term assignments as this will further minimise the number of contacts.</p> <p>Staff will need to work across different year group bubbles as previously described.</p> <p>Good hygiene practice for workstations etc must be practiced if different staff are using the same workstations. <b>It is the Trust's preference that staff do not work across multiple sites and temporary staff who work in this way are not engaged – see below</b></p> <p>Sharing on workspaces practice previously described.</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>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>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>   |  |



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|  | <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="#">safer travel guidance for passengers</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="#">transport to school and other places of education: autumn term 2020</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> <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 <a href="#">free school travel: funding allocations</a>.</p> <p><b>Wider public transport</b></p> |  |
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|                           | <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> |  |
| <b>Essential visitors</b> | <p>All essential visitors should be provided with a copy of these revised operating procedures and confirm that they are able to comply with them for the entirety of their time on site. Contractors carrying out essential works must provide risk assessments and method statements and this must now include COVID-19 Risk assessments. Contractors must confirm that their employees have been provided with COVID-19 Risk Assessments in order for them to undertake their tasks safely.</p> <p>It is vitally important that visitors to academies are given information to regarding our COVID-19 Operating Procedures and Risk Assessments that allow them to attend the site safely and not expose themselves or others to additional risks.</p>   |  |





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|  | <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> <ol style="list-style-type: none"><li>I. Those who need to visit reception and go no further.<br/><br/>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.<br/><br/>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.<br/><br/>These visitors will be required to confirm they have read the full Academy Operating Procedure and Risk Assessments. These visitors will require DBS clearance and will therefore be given a green lanyard</li><li>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.<br/><br/>This will most likely only apply to contractors carrying out maintenance type work before or after the academy day. These visitors will be given a blue lanyard.</li></ol> |  |
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|  | <p>In summary, a green lanyard can only be issued to visitors who have been DBS cleared and have reviewed the COVID-19 Operating Procedures and Risk Assessment, a blue lanyard can be issued to visitors who have reviewed the COVID-19 Operating Procedures and Risk Assessment on site when there are no pupils, a red lanyard for anyone else.</p> <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>This information can be reused to recalculate the number of desks it is possible to arrange in a classroom whilst aiming to maintain 1m distancing for pupils and 2m distancing for staff. <b>If it is not possible to create space for sufficient pupils numbers then Principals must arrange classrooms to support as much distancing as possible in accordance with the DfE guidance. The maximum class size which will be operated at The Wells Academy will be 30 pupils.</b></p> <p>Teaching spaces have been arranged to ensure that pupils sit side by side, facing the front of the room. Teacher's desks are at least 2m apart from pupils. Most teaching spaces will only be used by one year group bubble. All shared spaces will be cleaned between year groups. Individuals will be encouraged and supported to carry their own 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 equipment, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</p> <p>Full reopening is not feasible with a 1m distance gap for students so DfE guidance is being applied with the majority having forward facing student desks. Where this is not possible but the space is</p> |  |



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|  | <p>required to allow a full reopening, risk will be mitigated with plastic screens between student facing areas. <b>Screens have been put into the canteen. All classrooms are forward facing.</b></p> <p>Whilst the arrangement of forward-facing desks is one of the DfE essential measures and Principals are advised to make small adaptations to the classroom to support distancing where possible. 'That should include seating pupils side by side and facing forwards, rather than face to face or side on',.</p> <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>Due to the number of room swaps name labels are not going to be used on desks. Each class of students will, however, have a fixed seating plan shared on the board using class charts. Students will remain in these seats without getting up and roaming the room.</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>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. See below for how this can be facilitated:</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</p> |  |
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|  | <p>has taken place after every use then these areas are to remain out of use and be signed accordingly. Both the D floor and B floor breakroom have furniture removed to allow for 2m distancing, sanitiser spray and cloths. Staff briefings take place on Teams and training will take place on teams, in the hall or smaller groups in classrooms to allow for 2m distancing.</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> <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. The hall is used on a staggered basis for years 8 and 11, the space is cleaned in between these sittings.</p> <p>The dining hall will be used by no more than two year group bubbles at one time and these bubbles will be separated by a distance of no less than 7m. Cleaning will take place between each sitting to minimise the risk of transmission to another year group bubble.</p> <p>Lunch provision will take place in the canteen. Only pupils who are eating will be able to sit in the canteen other pupils will be expected to be in their designated outdoor area. In the event of a wet break/lunch the pupils will need to follow the wet break plan.</p> <p>The lunch time service is staggered to facilitate an 'extended' service and the cleaning service to clean between class group or year group bubbles.</p> <p>Whole academy assemblies cannot take place, gatherings must be restricted to class or year groups along with their associated staff bubble. Only year 11 attend tutorial in the hall.</p> |  |
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### Physical changes to sites

#### Physical protective measures

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

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

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

Seating in reception areas to remain in storage, reception visitors to be restricted to one person at a time.

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

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

Before staff enter a **shared bubble room/space**, they must check the room data sheet on the door to ensure the **room/space has been cleaned since the different bubble used it. This applies to the art rooms C10 and C12 and the dance studio. If this has been used by a different bubble and not cleaned, then they must not enter the room/space.**

**Staff have designated workrooms for each of their faculties. D22 has sanitiser for staff to clean shared workspace.**



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|                   | <p>Signage - including social distancing markers if feasible and within school boundary for parent/carer queues on arrival and pick up. Markers may be reduced to 1m intervals</p> <p>Pupil groups to remain as a discreet cohort (year group) for the entirety of their time on site. - Year groups in different areas of the school.</p> <p>Outdoor area is split into sections for pupils to gather in year groups when arriving, leaving and out for break time. There is tutor group line up utilising the front and rear active yard for different years with arrival, break, lunch and leaving time staggered. Year groups are separated at all times.</p> <p>Students will access outside space in their bubbles – social distancing will be expected.</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>Pupils will have a staggered entry into the building. Year group bubbles have an allocated entrance to minimise the number of pupils using the same entrance. Where year group bubbles are using the same entrance, it will be important for them to reduce the need to touch door handles and hand sanitisation will be required. Year group bubbles are allocated an outdoor area for them to line up before school for them to be brought safely into the building maintain the 1m distancing.</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 | <p>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.</p>   |  |



## START OF THE DAY

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| 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>Mail for staff is very rare – it will be sent to faculties alongwith any printing they send to reprographics.</p> <p>Staff to be reminded that no personal deliveries should be sent to school.</p>  |  |
| 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>Leaders to assess who is required to work in the building and who can work from home – colleagues will be directed to work from home if possible.</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>Electronic signing in systems will be disabled or set up to facilitate contactless operation. If not, reception will keep a paper record of all staff on site, which will be checked off against the register of completed training. If this is unavailable then a copy of the confirmation email should be presented (on a smartphone).</p> |  |



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|                          | <p>Following the increase in numbers on site if there are still rooms on site which are not in use for teaching then they will be out of bounds to everyone, with the exception of designated toilets, hygiene rooms and kitchens/plant rooms, reprographics rooms, reception, Principals and other staff offices (which are to be used for single occupancy only). This is to enable cleaning staff to maintain hygiene of frequently used areas.</p> |  |
| Signing in               | <p>All staff to arrive through the main entrance 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 and recorded in a log book or by contactless visitor management systems.</p> <p>See changes to visitor management and recording of close contacts</p>       |  |
| <b>STAGGERED ARRIVAL</b> |  |  |





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| 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>Staggered arrivals planned for each year group and separate entrances at GC1 site. Timetable included in RA as outlined above.</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> |  |
| 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>   |  |



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|  | <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>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>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>Students will be instructed to wash hands, if they do not wash hands because it is not possible, they will sanitise their hands. All will be instructed to use sanitiser on entry to and exit from classrooms. Classrooms will be set up by site staff, desks spaced appropriately, facing front. In most circumstances non fixed furniture will need to be removed to provide sufficient capacity.</p> <p><b>Once arranged for social distancing the layout of a classroom cannot be changed without prior approval of the Principal.</b></p> <p>At the start of each day Teaching staff to remind pupils of social distancing procedures, changes to the way they move around site and the importance of good hygiene and hand washing procedures.</p> |  |
| <b>CIRCULATING IN SCHOOL</b>               |   |  |



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| 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>   |  |
| 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 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>Areas to allocate equipment (textbooks, reading books, practical equipment) to specific year groups to avoid excessive cleaning requirements.</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</p> |  |



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|   | <p>into unoccupied parts of the building, disregard the one way system and/or social distancing requirements and wash their hands properly afterwards.</p> <p>Specialist equipment (such as that in science labs) can be used where the following can be adhered to. However, any equipment used must be used in accordance with CLEAPPS guidance GL343 and either quarantined for 72 hours or cleaned by pupils and staff using appropriate antiviral wipes or sanitising cleaning products (provided they contain at least 70% alcohol by volume), before being used by a different bubble. This also applies to PPE worn for conducting experiments (for example goggles).</p> <p>Pupils must be supervised whilst using wipes and cleaning equipment.</p> <p>No science practical will commence at Wells until the new year.</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>Before and after school clubs could potentially break the security of bubbles, however Principals can consider the reopening of these facilities and activities <b>if they are confident that it will not compromise preparations for the safe reopening of their academy and the full implementation of the agreed COVID-19 Operating Procedures and delivery of the agreed Risk Assessments.</b></p> <p>Before and after school clubs can recommence as per the current OPs, however, academies should ensure that bubbles are maintained wherever possible. Any cross bubble extra-curricular activity must be authorized by the Principal and the following guidance adhered to: note that if this is not possible then there should be a register which cross references to the year group bubbles so this information can be provided to the HPT in the event of a positive case. This means there is a chance that multiple bubbles may be advised to isolate by the HPT where bubbles are not consistent.</p> <p>Where before and after school clubs are operated by external providers, again this is possible subject to the current OPs.</p> |  |



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|  | <p>The full extent of Academy COVID-19 OPs and RAs apply to all before/after school clubs, in addition any clubs must operate in line with the existing class/year group bubbles in the first instance (this may be reviewed mid-September) and there must be an appropriate method of recording attendance of staff/pupils should a positive case be confirmed.</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 <u>providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</u>, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued <u>guidance for parents and carers</u>, 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> |  |
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|   | <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)</a> for providers of grassroots sport and gym or leisure facilities</b></p>   |  |
| PE, Music and extra-curricular activities | <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</p> <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 sport 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 can work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. <b>Schools should consider carefully how such arrangements can operate within their wider protective measures.</b></p> |  |



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|  | <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><b>See Wells academy RA for use of changing rooms on RA for Indoor and outdoor PE activities.</b></p> <p><u><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></u></p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"><li>• <u>guidance on the phased return of sport and recreation</u> and guidance from <u>Sport England</u> for grassroots sport</li><li>• advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u></li><li>• <b>advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u></b></li><li>• <b>guidance from Swim England on school swimming and water safety lessons available at <u>returning to pools guidance documents</u></b></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> |  |
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|                    | <p>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.</p> <p>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.</p> <p>Music, dance and drama – UPDATE TBC</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>Non residential visits can now be reconsidered and there is a COVID-19 Risk Assessment template on Evolve to support this. The Risk Assessment must be completed and approved by Martin Smith before any visit takes place.</p> <p>In the autumn term, academies can resume non-overnight domestic educational visits. <b>However these should not recommence until further notice from the Trust. Our first priority is to ensure our new OPs are embedded and secure before we consider other activities</b> These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.</p> <p>Academies can also 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> <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</p> |  |





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|                    | Visits Guidance, they must complete the specific COVID-19 risk assessment for educational visits found in the Resources section of EVOLVE.   |  |
| 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>One way signage will be required in corridors.</p> <p>To allow movement between classrooms within zones students will walk on the left in both directions on their zone corridor.</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>  |  |
| <b>BREAK TIMES</b> |  |  |
| Playtime           | <p>Staggered breaks in place for each year groups. Duty staff will ensure students on break don't enter other zones.</p> <p>Outdoor space is 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. <b>The front and rear active yards are utilised to separate year class bubbles.</b></p> <p><b>If the weather does not permit outdoor time, pupils will follow wet break/lunch plan.</b></p> |  |



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|                   | <p>After the break time, supervised handwashing must be carried out.<br/>Students will be instructed to handwash but sanitising will be required on the way in to and out of classrooms for all students. (handwashing facilities are limited)</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> <p>Use of staffrooms, workrooms and mail previously described.</p>  |  |
| 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 September 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> <p>Site team will be provided with a detailed timetable that identifies where all through the day cleaning is required. Site team will ensure cleaning colleagues adhere to the plan.</p> <p>Regular cleaning to take place as usual. A cleaning log template is available <a href="#">here</a>.</p> |  |
| <b>MEAL TIMES</b> |   |  |



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|  | <p>Supervised hand washing before lunch is taken.<br/>Students handwashing and sanitising as previously described.</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>Dining hall to be used for hot/cold meals by a year group bubble at a time. With gaps between bubbles to allow cleaning.</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> <p>Food and packaging bins (binliners to be used and replaced each day) to be placed in the corridor outside each classroom.</p> |  |
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|                       | 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  |  |
| <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>   |  |
| <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>Staff will escort students off site at their allocated time, supporting social distancing as they exit.</p> <p>Where required, 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> |  |



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|   | <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 dissabilities where this may require their parent/carer to collect the child from the classroom door.</p>   |  |
| <b>CLEANING</b>                               |   |  |
| Availability of staff/daily cleaning routines | <p>Increased occupancy from September will mean that additional demands are placed on the cleaning service to maintain hygienic 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>In order for cleaning and site staff to carry out activities to ensure premises are safe and ready for occupation the next day, <b><u>all staff are requested to leave site by 5.00PM.</u></b> If cleaners are on site in the mornings then, staff should not enter classrooms before they are cleaned.</p> <p><b>Without increased resources in place for cleaning throughout the day Academies must not open.</b></p> <p>All Trust employed cleaning staff must confirm they have read and understood all guidance and risk assessments before commencing work.</p> |  |



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|  | <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>  |  |  |
| <b>Catering service</b> -<br>Principals and Catering team to agree what limited provision can be safely delivered and then complete the catering Service Operating Procedure for | <p><b>Secondary School Lunches September 2020.</b></p> <p>The timings in the table below indicates the minimal amount of time required to serve students in a secondary setting for lunch. This may change to fit into each Academies daily timetable. An Academy my wish to introduce two lunch sittings over two class periods to minimise disruption to the timetable and student learning. Please discuss the finer details with your Regional Catering Manager ASAP.</p>  |  |



inclusion in this OP  
and Catering  
Specific Risk  
Assessments

| LUNCH TIME           | YEAR GROUP ARRANGEMENTS   | END OF LUNCH ARRANGEMENTS  |
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| 1215 - 1240          | <b>Year 8:</b><br>1) Exit from student support<br>2) Enter the canteen from the side door<br>3) Use main servery<br>4) Walk along B floor & out through student reception<br>5) Use front Active Yard or Main Hall via external steps | <b>Year 8 – Front Active Yard</b><br><br>KS3 period 4 teachers to meet at the specified line up location <b>WITH</b> your initials sign. |
| 1215 - 1240          | <b>Year 9:</b><br>1) Exit from the back of the canteen.<br>2) Enter Canteen from the back<br>3) Use small servery<br>4) Students can use canteen (fill from the small servery side first)<br>5) Use Back Active Yard                  | <b>Year 9 - Back Active Yard</b><br><br>KS3 period 4 teachers to meet at the specified line up location <b>WITH</b> your initials sign.  |
| <b>SERVERY CLEAN</b> |   |  |
| 1245 – 1310          | <b>Year 7:</b><br>1) Side entry into the canteen<br>2) Walk back over to the Front Quad<br>3) Use Front Quad or C floor rooms on the base   | <b>Year 7 - Front Quad</b><br><br>Year 7 period 4 teachers to meet at the specified line up location.                                    |
| <b>SERVERY CLEAN</b> |   |  |



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| 1315 –<br>1345   | <b>Year 10</b><br>1) Leave at student reception<br>2) Walk round to the back active yard<br>3) Side entry to the canteen<br>4) Main servery<br>5) Use canteen or back active yard        | <b>Year 10 – Back Active yard</b><br><br>KS4 tutors to be lining their tutor groups up  |
|  | <b>Year 11</b><br>1) Exit building from D floor back stairs<br>2) Line up at the back of the canteen<br>3) Students use the side gate to walk down to the Main Hall or Front Active yard | <b>Year 11 – Front Active Yard</b><br><br>KS4 tutors to be lining their tutor groups up |
| <p>All lunch breaks provide a window of at least 10 minutes for a wipe down before the next year group are brought for lunch. This can begin as soon as the students are moved to the outside space.</p> <p><b>Considerations:</b></p> <ul style="list-style-type: none"><li>• Timetable for each year group dependent on space in dining area and number of students.</li><li>• Staffing of the dining space – use of catering team and MDSA. Do they have enough catering staff to serve lunch and go out to clean tables between sittings? Academy duty staff to supervise queuing to the dining space. Teachers to escort students to dining area at allocated time.</li><li>• Zoned areas for queuing and marked distancing measures around service and clearing stations.</li><li>• Perspex, removable screens placed at service counters and pass through space for plates/cutlery.</li></ul> |  |   |





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|  | <ul style="list-style-type: none"><li>• Cutlery placed on trays by a member of the catering team, rather than all hands being in the cutlery container. Trays handed to students once they have chosen their meal.</li><li>• Trays being washed/sanitised between sittings where there are not sufficient numbers available.</li><li>• Catering/Serving staff to wear gloves, (to avoid contamination of the serving utensils) and masks. The 2 metre rule will not be possible, though the 1 metre + can be adapted accordingly within the work environment.</li><li>• Any packaging from a person's packed lunch taken home with them.</li><li>• No cash transactions. Revaluation machines removed or placed out of order.</li><li>• Cashless catering academies will use PINS (students should be allocated their PIN and a solution to show this at the till point, (E.g. PIN printed onto a card and laminated).</li><li>• 1 metre distancing between students – tables/seating to be marked with zones 1 metre apart</li><li>• Pupils/Students to queue 1 metre apart away from the dining room and at the service counter.</li><li>• Students access the service counter first and are allocated a table to ensure social distancing</li><li>• Thorough sanitisation of tables and chairs between sittings.</li><li>• Packed Lunches eaten outside or in the dining hall.</li><li>• As fountains and taps will be out of use, encourage students to bring bottled water to school.</li></ul> <p>Break-time service cancelled until further notice. Breaks are all staggered to allow time for service and cleaning. In agreement with the catering team.</p> <p>Breakfast suspended from the beginning of the September term. The Academy will have the opportunity to observe and consider the resources available to resume this service as required, during the first few weeks of term.</p> |  |
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### PPE/Sanitiser/Antiviral (alcohol based) wipes

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

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.

Our position on face coverings is as follows:

Please follow the up to date DfE guidance below, much of this applies to secondary colleagues

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

Where colleagues are working 1:1 with pupils in secondary and over the age of 11 in special AND social distancing cannot take place then a face covering **SHOULD** be worn. It is not for every 1:1 interaction only those where it is deemed that social distancing cannot take place.

If any other colleague wishes to wear a face covering, we as a Trust support them. We would prefer them to wear a visor. We have ordered a supply of face visors for all staff in all academies, which will be distributed from 1 September. **These are provided at no cost to individual academies.**

The Trust has provided enough supplies of face coverings (visors) for staff should they and/or Principals decide they should be worn. As a result, further supplies will not be ordered centrally, this also applies to masks. If additional supplies are required these should be ordered locally.

**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.**



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|  | <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>Should local lockdown measures be implemented then there will be a requirement for masks to be worn in corridors and communal spaces (this will apply to staff and pupils).</p> <p>Where there is no local lockdown Schools and colleges will have the discretion to require face coverings in indoor communal areas where social distancing cannot be safely managed, if they believe that it is right in their circumstances.</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. At Wells Academy, staff and students are encouraged to wear a mask in communal areas, such as corridors on C, D and E floor, due to the inability to social distance.</li><li>• where on top of hygiene measures and the system of controls recommended in the full <a href="#">opening guidance to schools</a> and <a href="#">FE colleges and providers</a>, 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 <a href="#">how to put on, remove, store and dispose of face coverings</a> 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 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 <u><a href="#">safe working in education, childcare and children's social care</a></u> 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> |  |
| <b>First Aid</b> | <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> <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>   |  |



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|                          | <p>The provision of PPE for first aid for symptomatic individuals is identified in the section on PPE above.</p> <p>A number of academies have experienced multiple pupils with symptoms at the same time and have as a result needed more than one space for isolations whilst waiting for the pupils to leave or be collected. Given it could take some time for pupils to be collected we would advise that you identify a further area or areas for isolations. If you run out of available isolation space, then symptomatic individuals should be seated outside undercover. The Wells Academy would look at utilising unused rooms that would not 'contaminate' any other bubble.</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 delivered to all academies where requested for all cross corridor doors and are available for site staff to install – 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>                                   |  |
| 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>   |  |



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| 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 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.</p> <p>Air conditioning will only be used where the system meets the guidance requirements and the room's temperature is affecting the quality of learning and/or work that can take place.</p>   |  |
| 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 Trusts water hygiene contractor 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>Pupil bottles must not be refilled on site or shared. Where staff have bought in a sports cap style bottle, they can remove the lid and refill from a drinking water tap in the staff rooms on B and D floor or the food room in E9. Screw cap type bottles cannot be refilled, since there is a risk of contamination.</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> |  |
| 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>   |  |



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|                                     | 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.  |  |
| Libraries                           | <p>The use of Library areas will be subject to confirmation that it is possible to maintain social distancing, there is sufficient cleaning resource in place to maintain hygiene and the integrity of class, year groups and staff bubbles.</p> <p>Browsing the library will not be permitted. Any book required must be logged out and placed in quarantine for 72 hours after use.</p> <p>The library will be closed initially for the loaning of books. The space may be utilised as a specialist teaching space where necessary.</p>   |  |
| Cash registers/revaluation machines | <p>No cash will be taken on site; this applies particularly to the school meals service. Parents should be advised and Academies will need to ensure that electronic means of taking payments are in place. If Academies require support to implement a cashless system, please contact the Finance Team.</p> <p>All payments for catering and school trips should now be cashless, however If there is a need to take cash on site in other exceptional circumstances, (such as charity collections etc) then a safe method of receipting and storing for 72 hours should be in place, staff handling cash should wear gloves and wash hands before and after contact.</p> |  |
| 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>   |  |





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| 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.   |  |
| <b>FIRE EVACUATION TEST</b>  |  |  |
| Emergency Evacuation Testing | <p>Trust arrangements for a drill at the start of each term have be suspended until the autumn term if the previous drill was satisfactory and there have been no changes in arrangements or personnel since the last drill.</p> <p>As there will be new staff/ pupils in attendance and directional COVID signage (which must be ignored) there is the potential for confusion in an emergency evacuation situation. Fire drills must be undertaken in the first week of the Autumn term. <b>The Trust RA has been amended to take account of the requirement for Emergency evacuation drills which must be carried out in a way which takes account of the requirement to maintain the integrity of year or class group bubbles whilst evacuating in order not to create a false situation which causes the opposite. In Primary academies most classes exit through an external door, if this is the case then a drill can take place as usual, if not then please contact the H&amp;S team for advice.</b></p> |  |
| Evacuation Chairs            | 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.  |  |



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|                   | 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.   |  |
| <b>SIGNAGE</b>    |   |  |
| 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>  |  |
| Corridor signage  | <p>Where required corridors must have one way signs on the wall opposite each classroom door, opposite each WC door and at changes in corridor direction. These signs must be a different colour to and distinct from any emergency evacuation signs, staff and pupils must be advised that in the event of an emergency one way systems do not apply, they must evacuate by the nearest safe exit.</p> <p>Corridors must have one metre spacing marked out along their length.</p> |  |
| Outdoor signage   | All outside entry points should have social distancing signs, symptom signs, no entry if symptomatic signs, hand sanitising and hand washing signs.   |  |



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|                                     | <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>       |  |
| 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>                                       |  |
| <b>CORONAVIRUS ASSURANCE AUDITS</b> |   |  |
| Site managers                       | <p>Site managers to complete a daily audit and confirm readiness to open to Principal before opening for the day – logged via email and copied to the Operations Director ahead of a daily Regional check in with site staff.</p>                               |  |
| Principals                          | <p>Principals to undertake a twice weekly site walk with Site Manager, H&amp;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.</p> |  |

Any member of staff who has concerns that these procedures are not being implemented should raise their concerns with their Line Manager and their Academy H&S Contact in the first instance. If for any reason a member of staff feels unable to do this, they should speak to their Principal or Safety rep. In the event they are unable to do this they should use the Trust Whistle Blowing procedure.



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

Non-compliance can be subject to disciplinary procedures.

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

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

**Principal**

**Date:** 03/03/21

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

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