



## Risk Assessment for Childrens' Services (Schools).

<b>Assessment Title:</b>	<b>Managing Covid 19 in Schools from January 2021</b>		<b>Ref No :</b>	<b>V4.02</b>
<b>School Name:</b>	Hawksworth Wood Primary School	<b>School Address:</b>	Cragside Walk, Leeds. LS5 3QE	
<b>Date Assessment Undertaken:</b>	<b>Name of Assessor (print):</b>	<b>Assessor Signature:</b>	<b>Assessment Review Date:</b>	
12th January 2021	Eleanore Pickard		Weekly	
<b>Name of Head Teacher / Centre Manager (print):</b>	<b>Head Teacher / Centre Manager Signature:</b>	<b>Name of Chair of Governors (print):</b>	<b>Chair of Governors Signature:</b>	
Eleanore Pickard		Jon Stothard		

**Main Legislation and/or Information Source:**  
Health & Safety at Work Act 1974.  
- Management of H & S at Work Regulations 1999.

**Guidance:**

**This is a sample risk assessment and will remain so unless the following criteria are satisfied:**

1. The boxes highlighted in grey above must be completed with the required details.
2. The Ref number can be the EVOLVE visit number if this is for Educational Visits.
3. The signature boxes may be typed if this is to be uploaded to EVOLVE.
4. The control measures in the risk assessment section must be either complied with **or** altered to reflect the establishment's control measures.
5. Once criteria 1 - 4 have been satisfied, you should remove 'SAMPLE' from the Title.

**The purpose of this whole assessment is to assist in the management of Covid 19 on schools premises and as such the over-arching hazards being controlled are building safety, reducing the spread and likelihood of contracting Covid 19 and managing staff and pupil wellbeing. In all cases the persons who could be harmed will be pupils, staff, visitors and parents/ carers. Therefore, the format of the risk assessment has been altered to reflect this and present the control measures that may assist in planning for a safe re-opening in whichever form that takes.**

## Managing Covid 19 in Schools from January 2021

### Risk Assessment Content List

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<a href="#">22. Fire safety</a>
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<a href="#">27. Transport to School by My Bus or School Buses (not public transport buses)</a>
<a href="#">28. School Sites Shared with other Users e.g PFI Staff, Children's Centres</a>
<a href="#">29. Marking / Handling School Work</a>
<a href="#">30. Agency staff and volunteers</a>
<a href="#">31. Before and after school clubs</a>
<a href="#">32. Music and Performing Arts</a>
<a href="#">33. PE / Sports including dance.</a>
<a href="#">34. Science and D&amp;T</a>
<a href="#">35. Shared Resources</a>
<a href="#">36. Record Keeping</a>
<a href="#">37. Use of school minibuses / transport e.g for visits, transfer between settings, emergencies</a>
<a href="#">38. Exams</a>



### Managing Covid 19 in Schools from January 2021 opening - Risk Assessment - Version 4.02 Section 1 - Pre - opening checks and assessments

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed	
1. Building Management / readiness	1.1	If your site has been closed over the christmas break inspect the site for :	All checks below undertaken Jan 2021	FL	08/10/2020
	1.1.1	Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure	Only 3 areas in school with risk category C and no evidence of damage	FL	10/08/2020
	1.1.2	Damage to the building and fixtures and fittings	No damage can be seen	FL	10/08/2020
	1.1.3	Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...	No damage can be seen	FL	10/08/2020
	1.1.4	Rodent activity and/or infestations - commissioning of pest control may be required	No evidence of rodent activity/infestations	FL	10/08/2020
	1.2	<b>Operational checks (to ensure good working order) to be carried out on :</b>	All checks below undertaken Jan 2021	FL	10/08/2020
	1.2.1	Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.	Checked on a weekly basis	FL/KN	10/08/2020
	1.2.2	Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.	Tested on weekly basis	FL/KN	10/08/2020
	1.2.3	Emergency lighting	Tested 1/4ly by LCC last test 22/7/2020	Leeds City Council	10/08/2020
	1.2.4	Gas supplies including science laboratories and kitchens	Gas boiler Annual test & inspection 27/8/20	Comserve	10/08/2020
	1.2.5	Kitchen equipment	Last test & inspection 11/6/2020	Leeds City Council	10/08/2020
	1.2.6	Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms	Last canopy/ventilation clean 6/1/2020	Leeds City Council	10/08/2020
	1.2.7	Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy	Annual Water Management Audit carried out 21/7/2020 Regular flushing regime by FL	FL/Leeds City Council	10/08/2020
	1.2.8	Water systems to look for leaks and ensure there is provision of hot water	No leaks evident	FL	10/08/2020
	1.2.9	Windows, doors and gates including electronic gates and doors	All in working order	FL	10/08/2020
	1.2.10	Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.	Stock of PPE held in school	FL/KN	10/08/2020
	1.2.11	Equipment used on site e.g floor cleaners, photocopiers, whiteboards (servicing should be in line with the manufacturer's/provider's requirements).	PAT testing carried out in school 25/2/2020 & in kitchen 23/3/2020	School - Selectatest Kitchen - Leeds City Council	10/08/2020
	1.3	<b>Ensure Statutory Inspections are up to date for :</b>			
	1.3.1	<b>Lifts and Lifting Equipment</b> (if the scheduled inspections have not taken place in the last six months);	Annual test & inspection 4/9/2020	Prism Medical	10/08/2020
	1.3.2	<b>Pressure systems</b> (if the scheduled inspections have not taken place in the last 12 months);			
	1.3.3	<b>LEV</b> (if the scheduled inspections have not taken place in the last 14 months);	N/A	N/A	N/A
	1.3.4	<b>Gas Appliances</b> (if the scheduled inspections have not taken place in the last 12 months);	Rational Ovens annual test & inspection 11/6/2020	Leeds City Council	10/08/2020
	1.3.5	<b>Fixed wiring</b> (if the scheduled tests required by the regulations have not taken place in the last 5 years);	Last 5yr test & inspection carried out 16/2/2018	Leeds City Council	10/08/2020
	1.3.6	<b>PAT</b> (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)	PAT test in school 25/2/20, kitchen 23/3/20	School - Selectatest Kitchen - Leeds City Council	10/08/2020
	1.3.7	<b>Asbestos Management Plan</b> (if the plan has not be re-assessed in the last 12 months);	Last e-inspection 18/12/2019	Leeds City Council	10/08/2020
	1.3.8	<b>Sports Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);	Annual inspection due 7/9/2020	Sportsafe	10/08/2020
	1.3.9	<b>Fixed Outdoor Play Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);	N/A	N/A	N/A
1.3.10	<b>Tree surveys</b> (if the scheduled inspections have not taken place in the last 12 months);	Last Arboricultural survey carried out 1/8/2013. Further survey to be arranged	KN to arrange	TBA	
1.3.11	<b>Fire Safety</b> : contractor testing of the fire alarm (if this has not taken place in the last 6 months), fire extinguisher maintenance (if this has not taken place in the last 12 months), emergency lighting (if this has not taken place in the last 12 months), sprinkler systems (school weekly test & contractor 12 monthly tests), smoke exhaust and smoke curtains (contractor testing if it has not taken place in the last 12 months or in line with manufacturer's guidance on testing).	Fire Alarm last 1/4ly test 23/7/2020, Emergency Lighting next 1/4ly test due 19/8/20 Fire Extinguisher annua test due 3/9/2020	Fire Alarm/Emergency Lighting - Leeds City Council, Fire Extinguishers - Chubb	10/08/2020	
1.4	<b>Cleaning of the premises</b>				
1.4.1	Thorough cleaning is not required if no-one has been into the premises during the christmas break. However, if someone goes into the premises within 3 days before the date of reopening, any areas accessed by that person must have a thorough clean of touch surfaces.	No deep clean needed.	EP	09/07/2020	

	1.4.2	If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.	Daily cleaning routine in place	EP	09/07/2020
	1.5	<b>Supplies</b>			
	1.5.1	Ensuring you have adequate supplies of hand sanitiser, soap and hand towels / drying facilities in kitchens, toilets and at sinks to allow for the larger numbers of students and staff on site and the increased amounts of cleaning required.		KN	09/01/2020
	1.5.2	Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.		KN	09/01/2020
	1.5.3	Identify if you have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly and action where necessary.	Additional 'table top' sinks in place for EYFS and KS1. Increased number of hand sanitizer station ordered. New external sinks ordered	KN	01/09/2020 Updated Oct 2020
	2.1	Consider phasing the re-opening of the school to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. Allowing time to review plans and carrying out regular review means that schools can judge how pupils and staff can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing or having to revise provision and plans several times. This is particularly important as many pupils and staff may have to adapt to revised systems.	KW placed offered from Tuesday 5th Jan. Use of Tuesday to target vulnerable children, set up rotas and plan for remote learning.	EP	Jul-20
	2.2	Contact parents / carers of pupils and staff to ascertain if there are any changes to / new medical or SEND needs so that rotas, ratios, medical, SEN and first aid needs etc can be assessed. This will include assessing any staff or pupil needs / issues already identified on an individual staff or pupil risk assessment that may affect their ability to return or require further adjustments to be made.	Phased starts and transition plans in place were needed.	SR	By 21st September 2020
	2.3	Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver the curriculum for the child or young person. It is recommended pupils attend only one setting to reduce potential transmission risks. Settings should work together with the pupil and parents / carers to ascertain which setting can best support the pupils needs. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact.	Pupils not allowed to mix settings as agrees with NWAIP.	SR	7/16/2020
	2.4	Consider if it is possible to have all eligible pupils in school at all times dependant on sufficient space and staffing to maintain social distancing and adequately supervise pupils. This will include assessing whether pupils can safely be in school for full days, full weeks or consecutive days. Consider that if there is a positive case in school that staff and pupil numbers may be affected. Communicate with parents / carers that the school will require adequate notice if a pupil who has not been in school is to start attending school. This is to avoid additional pupils turning up without prior notice as this may affect staff ratios, occupancy rates, first aid and medical needs, catering, fire safety, My Bus transport etc..	Use of HLTAs and TAs to support bubbles. Teachers on a one week on one week off to allow for remote learning.	EP	09/08/2020

2. Assessing staff and pupil numbers to assist in plans for opening	2.5	It is recommended schools limit the number of pupils and staff on site at any one time as far as possible in keeping with the overarching principle of minimising contacts and working from home where reasonable to do so. The number of pupils that can safely be accommodated on site at any one time will depend on a number of factors and these should form the basis of your risk assessment on safe occupancy and operation of the school : 1. The availability of staff to come into the workplace including taking into account that CEV staff and pregnant staff over 28 weeks gestation or with underlying health conditions should be working from home, and additional control measures that may be required for CV staff and staff at higher risk e.g. travelling at non peak times if on public transport, working with lower risks groups, working with smaller group sizes, wearing face shields in classrooms etc... , 2. The number of pupils who are eligible to attend (and whose parents wish them to attend) who have supervisory or support needs resulting in the need for dedicated staff as those staff are unlikely to be included in your calculations of available staff for supervising other pupils, 3. The experience and skill sets of available staff, particularly those essential to meeting the emotional, behavioural and educational needs of pupils who may be eligible to attend, 4. The availability of staff critical to maintaining certain safety functions e.g. SLT, administering medical procedures / medication, first aiders, site staff, cleaners .... , 5. Availability of suitable, well ventilated and adequately sized spaces to keep bubbles of pupils and staff separate, maintaining 2m social distancing where possible, and that layouts of classrooms should be forward facing with dedicated desks where possible, 6. The increased requirements and expectations of the remote learning offer and support for pupils at home compared to the previous lockdowns. This is likely to require dedicated staff delivering the learning and support who will not then be available to supervise and / or teach pupils attending school, 7. The availability of staff to supervise pupils at break and lunchtimes also taking into account that staff will need breaks too, 8. In settings carrying out mass testing / serial testing of asymptomatic staff and pupils there are likely to be school staff that are involved in administering the testing process so they will not be available to carry out their usual roles / functions in school at those times, 9. Staff on site should be working with small groups now and staff should be limiting movement between bubbles if social distancing cannot be maintained, 10. Building in flexibility / contingency capacity to take into account staff that may be absent at short notice e.g through illness or self isolation, 11. Transport arrangements for pupils, especially those with SEND, and staff where occupancy of public and dedicated transport may be limited.	HWPS limited Bubble sizes to 10 as per last summers guidance. Awaiting further guidance from LA / DfE		
	2.6	Consider that staff will be supporting remote learning of pupils and that additional PPA time may be needed on staffing rotas to support this or support amended learning plans. The members of staff supporting the bubbles in school do not need to be that year groups usual teachers / TAs. Where staffing allows it may be more appropriate for specific year group teaching staff to work remotely to deliver the online learning that can then be delivered in class by alternative staff e.g a teacher from a different year group with TA support. It may be possible to do this on a 2 weekly rota ending with a weekend break if bubbles contain pupils from different year groups.	Full week working form home for teachers every other week. Plus all 5 afternoons when in school.		
		<b>Ongoing</b>			
	2.7	Review ratios, rotas, medical and first aid needs on an ongoing basis.	Weekly reviews as well as dynamic risk assessment	EP	Ongoing weekly.
3.Updating pupil and staff details	3.1	Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.		KN	By September 21st 2020
	3.2	Re-assess if IPRAs or PBSPs are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRAs / PBSPs may need to be altered to reflect the current situation.		SR	BY September 9th 2020
	3.3	Staff should be made aware of any / reminded of medical conditions / needs of the pupils they are caring for e.g. allergies, asthma etc. and devices such as epi pins and inhalers should be available wherever the pupil is. Ensure staff are trained in their use.		All teachers and staff	Jul-20
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Photos displayed in kitchen,		Reminder sent 10/09/2020

4.Assess activities / lessons which can take place	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35 on the following tab - Section 2.		EP	09-Sep
	4.2	It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.	Pupils to use the cloakrooms to avoid clutter in classrooms. Only essentials in school.	EP	09/09/2020
	4.3	Amend / stagger timetables for activities using halls or classrooms where activities cannot be done elsewhere e.g D&T, practical science, art, so that groups of pupils can move around safely.	Hall used at the same time, with tabke bubbles at a minimum 2m distance.	EP	7/14/2020
		<b>Ongoing</b>			
	4.4	Review how pupils and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary.	Discuss in weekly review meetings	EP, KH, KN	
5.Information to pupils, staff, parents / carers, visitors and contractors.	5.1	Clear communication with parents / carers is essential from the school and the LA so they understand what schools can offer safely to their children.		EP	
	5.2	All persons likely to come onto the school grounds must be informed they must not attend if they are displaying any symptoms of Coronavirus, or if they are self isolating following Government Guidance for households with family members displaying symptoms.	Posters displayed on the main entrance gate	KN	
	5.3	This may be by newsletters, letters, emails, signs etc...	Consider weekly newsletters		
	5.4	Update behaviour and staff policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, pupils and parents. The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk e.g deliberately coughing or spitting on another person. Both staff and pupil policies may include the steps that could be taken if government guidance on social distancing and self isolating outside of the school is not being followed and this places other persons in the school at increased risk.	Included in home / school agreement	EP	
6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1	<b>Clinically Extremely Vulnerable persons. (Category 1), Clinically Vulnerable persons (Category 2), BAME, males over 60 and pregnant staff.</b>			
	6.1.1	Staff - CEV staff should now shield again and should not come into a workplace and should work from home. If employees who are CEV wish to attend the workplace, regardless of the government advice to shield, because they believe that working from home may have a serious impact on their wellbeing, then they can make a request to their manager. This request would only be approved if it is supported by their GP/specialist and all mitigation measures to reduce the likelihood of contracting Covid are identified through an individual risk assessment e.g WASP conducted by their manager and should have input from Occupational Health. The request to be in a workplace during the current lockdown can be withdrawn at any point by the employee or manager and there is absolutely no pressure for CEV people to be in the workplace at this time. All other staff should work from home where reasonably possible. If it is not reasonably possible for CV and staff at higher risk to work from home their employee risk assessment e.g WASPs must be reviewed to see if there are additional control measures that could be put in place e.g staggered start and finish times to avoid rush hour, working in lower risk roles / with lower risk year groups, additional PPE, working with smaller group sizes than full classes. Pupils - pupils who are classed as CEV should not come into school and should be educated remotely at home. IPRAs and employee risk assessments e.g WASPs and IPRAs must be reviewed for all CV and higher risk staff and pupils before they return to ensure it is as safe as possible. OH can assist with medical advice for staff. Pregnant staff and pupils - More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists. Pregnant staff and pupils over 28 weeks gestation and those with underlying health conditions which place them at higher risk should work from home if strict social distancing cannot be adhered to or in roles where this is possible and all pregnant staff and pupils should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.	WASPs to be reviewed wc 11th jan	EP & SLT	10/09/2020.

	6.1.2	Some pupils or staff who are no longer required to shield, but are still generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in January (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. OH can assist with medical advice for staff.	WASPs to reviewed on 8/09/2020 'Covid' Training day	EP & SLT	10/09/2020.
	6.1.3	Government advice is that all persons should work from home unless it is unreasonable to do so. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. All staff should follow the measures set out in the system of controls in this risk assessment to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. CV and staff at higher risk should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing where possible. Ideally, 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. Adults should continue to take care to socially distance from other adults including older children/adolescents. Schools should be as flexible as possible in how members of staff in these categories are deployed to enable them to work remotely where possible, in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE.	WASPs reviewed again wc 11th jan	EP & SLT	10/09/2020.
	6.1.4	Staff (and children who are eligible to attend school) who live with someone who is clinically extremely vulnerable or clinically vulnerable but who are not clinically extremely vulnerable or clinically vulnerable themselves, can still attend school if it is unreasonable for them to work from home or they have been advised otherwise by an individual letter from the NHS or a specialist doctor. People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. People who live with CEV or CV persons should have their COVID risk assessment reviewed to see if additional control measures such as staggered start and finish times to avoid rush hour, working in lower risk roles / with lower risk year groups, additional PPE, working with smaller group sizes than full classes, changing clothes / showering on return home could be put in place.			
<b>7. Persons who are already displaying Coronavirus symptoms</b>	7.1	All persons who are displaying symptoms must not come into school and should follow Government guidance on self isolating including test and trace.		All staff	On going
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .		All staff	On going
	8.1	All persons who develop Coronavirus symptoms in between attendance times or whilst on site, should follow government guidance on self-isolating (including isolating for at least 10 days) and including test and trace. Staff or pupils on site when they develop symptoms should be sent home as soon as possible. All staff and pupils who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus. Settings have been provided with a small number of home testing kits that they can give directly to parents/carers collecting a pupil or to staff members who have developed symptoms at their setting where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.	Information included in the home / school agreement	LB	09/09/2020
	8.2	Whilst awaiting pick up persons should be isolated in a separate area with a closed door (and preferably an open window). Pupils will need to be supervised whilst this takes place. Consider if you can set aside a separate room to be available for potential isolation of staff and pupils. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	Isolation rooms in place: KH old office, SJs old office	EP	09/10/2020
	8.3	An IIR face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a IIR face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.	All PPE equipment, including visors to be available in all isolation rooms and classrooms.	All staff	09/09/2020

8.Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	8.4	Where the initial child, young person or staff member with symptoms tests negative, they can return to their setting and the fellow household members can end their self-isolation. Where a contact traced child, young person, or staff member tests negative following the development of symptoms they will need to continue self -isolating until 10 days after symptoms have started. Fellow household members can end their self-isolation.		EP	Ongoing
	8.5	Where a child, young person or staff member tests positive , or there is an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you can contact the DFE helpline for advice around which bubble(s) should be collapsed and staff and pupils sent home and advised to self-isolate for 10 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. Inform DCS Alert using form PCIF 01.	Include this information in parent communication	EP	058/09/2020
	8.6	If settings have 2 or more confirmed cases in connected groups within 14 days they may have an outbreak, and should contact the PHE helpline. 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 settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine publish health outbreak control practice. Inform DCS Alert using form PCIF 01.		EP	As required
	8.7	If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves or the pupil or staff member subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.		EP	As required
	8.8	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.		EP	As required
	8.9	A separate sanitary facility should be provided for individuals who display symptoms. These should be cleaned and disinfected using standard cleaning products before being used by anyone else as should any areas they are isolated in.		EP	As required
	8.10	Consider if possible the provision of an additional sterile classroom/space which could be used to move a group to where a member of that group has displayed symptoms. This may enable cleaning and disinfection of the potentially contaminated area.	Spare classrooms can be used: 6W, 5R, 3M, 2T	EP	Sep-20
	8.11	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).		EP	NA
		<a href="#">Follow the guidance in Bulletin 12 - COVID 19 and CF50 if you have reasonable grounds to suspect a member of staff or pupil has contracted Coronavirus through attendance at school.</a>			
		<b>Follow the guidance in the local PHE guidance on Test and Trace, Government / NHS Flow chart and the simple flowchart for cases - these are all available on Leeds For Learning.</b>	Altered PHE guidance expected soon.*	EP	
		<b>Useful information on self isolating</b> <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a>			
9.1	Travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.	Hour long pick up and drop off time implemented to ensure lower number of people arriving at once as well and maintaining breakfast club provision . <b>Reviewed: half hour pick up and drop off started Oct 2020</b>	EP	09/09/2020	
9.2	Open as many access points into the school grounds during drop off and pick up as possible to assist with social distancing and enabling ease of access for pupils.	During closure, just the main gate to be open. Staggered times still apply but having all 4 gates open in safeguarding issue. SLT to monitor peak drop off / pick up times.	EP & all staff	09/09/2020	



<b>9.Controlling access into the school for staff, pupils and members of the public.</b>	<b>9.3</b>	Where possible have separate access and exit points into the building for different groups of pupils and staff as close as possible to their designated classroom / work areas. Rooms / work areas should be accessed directly from outside where possible.	Pupils to use their own entrance in: EYFS, Y1, Y3, Y5 and Y6. Year 4 and Year 2 to use designated cloakroom entrance.	EP & phase leaders.	09/09/2020
	<b>9.4</b>	Where possible, at drop off and pick up times to avoid the contamination of door handles doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.	All classrooms currently in use have their own external door	EP & phase leaders.	09/09/2020
	<b>9.5</b>	Parents and carers should be advised not to congregate in playgrounds / outside school and to observe social distancing. If possible areas outside drop off / pick up points could be marked with social distance markers to help. Heads have the discretion to ask parents / carers to wear face coverings when on the school grounds where social distancing of 2m is difficult to achieve or not being adhered to.	In addition, staff rotas with extra staff available in the playground to support with this	EP & all staff	09/09/2020
	<b>9.6</b>	Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.	Information included in parents leaflet. Staff rota in place to support at pick up and drop off time.	EP and all staff	09/09/2020
	<b>9.7</b>	Parents and carers should be informed they should only come into the school building via the office reception area and by prior arrangement where possible.	Note on school website and posters displayed on ain door and gate	KN	Jun-20
	<b>9.8</b>	Staff should access and exit through the closest entrance to the area they will be based in.		EP	Jun-20
	<b>9.9</b>	Inform suppliers, contractors, visitors as far as possible of the times the school is open and the procedures for accessing the site if these have changed.		KN & VK	Apr-20
	<b>9.10</b>	Building plans can be utilised to plan and mark on any entry or exit routes to provide a visual document for staff, pupils and parents / carers.	A boards used to display signs on entrance / exits	KN	Jul-20
	<b>9.11</b>	Ensure that staff working in the reception area / office are protected from face to face contact e.g via the use of screens. Staff in open reception areas may require face coverings (and face shields) if screens cannot be provided.	Screen used in main office	KN	Jun-20
<b>10.Handwashing and hand sanitisers</b> (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	<b>10.1</b>	Have hand wash stations or hand sanitisers at entrance points to the building and get staff, visitors and pupils to use them on entry.	Hand sanitizer available in every room. Stations positioned at staff rooms doors. Additional sinks on order	KN	Jul-20
	<b>10.2</b>	Pupils and staff should wash their hands with soap and running water for at least 20 seconds on entering their allocated area and at regular intervals throughout the day, particularly after going to the toilet, touching faces, coughing or sneezing, learning outside and before and after eating. Paper towels should be available for drying hands. Hand sanitiser could be utilised where handwashing is not practicable or possible. Staff working with children and young people who spit uncontrollably may want more opportunities to wash their hands than other staff, or, children and young people who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may need more opportunities to wash their hands than children and young people who do not.		EP, KN and all staff	Sep-20
	<b>10.3</b>	If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.	Sinks in all classrooms. Additional table top sinks in classrooms.	EP & KN	Jul-20
	<b>10.4</b>	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.		EP & all staff	09/08/2020
	<b>10.5</b>	Tissues should be available in all group areas and should be single use only and binned after use.		KN	Jun-20
	<b>10.6</b>	Any waste products used by staff or pupils that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route. NB the virus cannot survive on a surface for more than 72 hours according to current guidance.		EP	Jun-20
	<b>10.7</b>	In addition staff are to wash hands or use hand sanitiser on entry to staff rooms, before and after preparing food and drinks, and before leaving.		EP	Jun-20
	<b>10.8</b>	Identify if supervision of hand sanitiser use is necessary given the 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.		SR	09/08/2020
	<b>10.9</b>	Sanitising products should be non alcohol based in areas where there may be sparks or naked flames e.g science labs, kitchens and some D&T rooms.		KN	Sep-20
<b>11.1</b>	<b>General Cleaning</b>				

11.Cleaning	11.1.1	Cleaning should be carried out using standard cleaning chemicals/disinfectant and / or anti-viral wipes and sprays. Guidance is available in <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>		KN & LCC Cleaning	Jun-20
	11.1.2	Have a dedicated provision of cleaning products in each classroom / work area in use containing hand sanitisers, anti – viral wipes / sprays, paper towels, soap, tissues e.g in a container like a storage box, workbox etc so it is easy to pick up and move around the space as required. These should be stored out of reach of pupils. Depending on the layout of spaces and in order to aid social distancing more than 1 bin may be needed in each room i.e. 1 by staff locations and 1 where pupils are located.	Cleaning caddy in every classroom containing: wipes , disinfectant , cloths, gloves etc	KN	Jun-20
	11.1.3	Frequent cleaning should take place for regularly touched surfaces e.g. door handles, tables, chairs, toilets, wash basins etc. and rooms or shared areas that are used by different groups. Where pupils are able to (based on their ability) it is acceptable for pupils to assist with wiping down dining tables, desks, chairs, equipment etc at the beginning and / or end of a session (which may be a lesson if they are moving rooms), or at regular points throughout the day (if they are not moving spaces / rooms). Cleaning is especially important if other groups will be using the areas / equipment in the next 3 days. They should be supervised to ensure it is done properly and safely. If pupils or staff have allergies to the products they should not use them or they could use non latex gloves (for contact allergies).	Wipe all touch points on the hour every hour, Staff encourage childrento wipe areas of provision in EYFS.	EP	09/08/1977
	11.1.4	Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.	Daily cleaning routine in place .	LB	Jun-20
	11.1.5	Shared materials and surfaces should be cleaned and disinfected more frequently. Given the current rates of infection it is recommended malleable materials are taken out of use at the present time unless they are single user. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable. For example, daily, and children wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group.		EP	Jun-20
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.		LCC	Jun-20
	11.2	<b>Rooms used for Isolating persons displaying symptoms</b>			
	11.2.1	Rooms used for isolating pupils or staff who display symptoms of Coronavirus could be left for 72 hours if possible and then normal cleaning resumed or a deep clean of that room should be undertaken.	Old Pastoral Room and KH old office - door signs and date displayed.	EP	09/10/2020
	11.3	<b>Clothing</b>			
	11.3.1	At this present time it is recommended that, where possible, pupils and staff attend in clean top layers daily. There is no need for anything other than normal personal hygiene and washing of clothes following a day in school. However to allow pupils (and staff where uniform is usually worn) to wear clean top layers every day you may wish to consider relaxing or removing the need to wear uniform with guidelines on appropriate dress e.g as on non uniform days. An alternative may be rotating top layers every 3 days, where possible, if they cannot be cleaned in between uses		EP	09/09/2020
	11.4	<b>Hygiene Suites / Intimate Care Facilities</b>			
	11.4.1	Hygiene suites and intimate care facilities should be cleaned between pupils including slings and hoists, control panels. See Section 17 for PPE guidance.		All staff	Jun-20
11.5	<b>Leeds City Council / FM cleaning providers</b>				
11.5.1	Additional / alterations to cleaning may be available on request – for example LCC FM cleaning may be able to provide:-		KN	Jun-20	
	Changes to contracted cleaning if areas to clean have been reduced then the cleaning team may be able to utilise the extra contracted time to do:-		KN	Jun-20	
	Enhanced cleans of areas, which may include other items not on contract or a more thorough clean of touch points.		KN	Jun-20	
	Cleaning of hard surface toys such as plastics, wood, sports equipment etc.		KN	Jun-20	

		Additional hours throughout the day i.e. midday cleans if school attendance is to be split between morning and afternoon.		KN	Jun-20
		<b>Corridors and Circulation Spaces</b>			
	12.1	<p>It is recommended schools follow the overarching principle of reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') in smaller groups than normal and through maintaining distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people.</p> <p>These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate.</p> <p>We recognise that maintaining distance could be particularly difficult in special settings and primary schools, and it is likely that for younger children the emphasis will be on separating groups and minimising group sizes, and for older children it will be on distancing.</p> <p>Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>It is recommended schools limit the number of pupils and staff on site at any one time as far as possible in keeping with the overarching principle of minimising contacts and working from home where reasonable to do so. The number of pupils that can safely be accommodated on site at any one time will depend on a number of factors and these should form the basis of your risk assessment on safe occupancy and operation of the school as detailed in 2.5 in Section 1 of this risk assessment.</p>	Bubbles of 10 children formed	EP	Sep-20
	12.1.1	Corridors could be marked out with social distancing indicators as a visual aid for staff and pupils if it is appropriate / useful.	Monitor the need to mark the carpet. Currently, not used often by staff and all all by classes.	EP	Jun-20
	12.1.2	A system for movement around school, into / out of classrooms, use of toilets should be devised to avoid paths crossing where possible e.g use of one way systems, 2m queues, controlled access / exit. Staggering break times, lunchtimes and lesson change over will help minimise corridor occupancy. Groups should be kept apart and movement around the school site kept to a minimum.		LB	Jun-20
	12.2	<b>Bubble sizes and Classrooms / Learning Areas</b>			
	12.2.1	Settings should assess their circumstances and look to implement 'bubbles' of a small size, to achieve the greatest reduction in contact and mixing. As detailed above it is recommended schools limit the number of pupils and staff on site at any one time as far as possible. Pupils of different year groups can be mixed in a 'bubble' but bubbles and staffing should be kept consistent. If staff need to work on rota with bubbles it is recommended these are done 2 weekly with a weekend break in between.		EP	Sep-20
	12.2.2	Whatever the size of the group, they should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is recognised that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.		EP	Sep-20
	12.2.3	Classrooms desks (if in use) should be laid out to enable staff and pupils to move around the room safely and be facing forward or side by side wherever possible and pupils allocated designated desks / spaces given the increase in transmission rates at present. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.		EP and class teachers	Sep-20
	12.2.4	Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.		EP and class teachers	Sep-20
	12.2.5	For older year groups consider locating staff members at designated points where possible.	NA	EP and class teachers	Sep-20

12. Bubbles / Social Distancing	12.2.6	If other members of staff need to move around different 'bubbles' they should ensure they maintain 2m social distancing wherever possible. Administration of emergency first aid is an exception to this. For classroom support, lesson observations, informative, supervisory or supportive reasons other staff may need to enter work areas. If they do they should maintain social distancing or use other mitigations such as PPE, Perspex screens and observe good hand hygiene.	NA	EP	Sep-20
	12.2.7	Staff and pupils should stay in the same specified groups throughout their attendance time and each subsequent time wherever possible and sit at the same desks on consecutive days (if applicable and possible.) It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.		EP	Sep-20
	12.2.8	As far as possible, ensure that consistent staff are assigned to each 'bubble' and that movement between bubbles is limited. It is recognised that there will be a need in some settings for staff to move between bubbles e.g for subject specific teaching, targeted work etc... Staff should ensure social distancing is observed as far as possible with pupils. In secondary settings this may mean a designated teaching space at the front of the class.	2 TAs and 2 teachers per Bubble on rota	EP	Sep-20
	12.2.9	Ensure that wherever possible pupils use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.	Daily cleaning routine in place	LB	Jun-20
	12.2.10	All bubbles of pupils and the staff working with those bubbles should be kept separate in different areas with sinks available wherever possible. It is recognised that some staff e.g. staff in secondary settings and support staff, will need to move around different areas and bubbles in the school. Social distancing between bubbles and staff, including when moving around school, should be maintained as far as possible.		EP	Sep-20
	12.2.11	Where possible consider carrying out any necessary closer supervision side on rather than face on. Perspex screens or face shields could be used.	Face shields worn at all times	EP	Sep-20
	12.2.12	Adults must keep a social distance of 2m away from other adults wherever possible including in class, during supervision, at break times and moving around school.		EP and all staff	Sep-20
	12.2.13	<b>PPA time</b> - staff moving between bubbles for PPA time should be limited as far as possible e.g not working across multiple different bubbles every day unless they can maintain social distancing. Consider grouping staff to a smaller number of PPA bubbles, having PPA when outside areas / activities could be used, use of HLTAs and TAs that are already part of that bubble where appropriate, and the use of PPE if close contact is required.	Tecahers take PPA at home. Bubble TAs to cover PPA time	EP	Sep-20
	12.4	<b>Outdoor Areas</b>			
	12.4.1	Pupils should remain in their 'bubbles' when outside and socially distance where possible. Zoning outside areas for different bubbles may assist with this. Staff supervising should maintain social distancing as far as possible.	Rota in place with designated areas	EP	Sep-20
	12.5	<b>Breaks and Lunchtimes</b>			
	12.5.1	Breaks and lunchtimes could be staggered to allow safer movement around the school, safer use of the play areas and dining halls and cleaning between 'bubbles'.	Rotas in place with cleaning time planned in	EP	Sep-20
	12.5.2	If it not possible to achieve social distancing and clean tables and seating between groups of pupils and staff in the dining hall then lunch should be served in the areas the groups are based in and not all together in dining halls. Staggering lunch and accessing the dining area on a rota may help. 'Bubbles' should not mix in the dining hall or outside although more than one bubble can use an area if the bubbles can be kept 2m apart. Also see 24.3 below.	See 12.5.1	EP	Sep-20
	12.6	<b>Toilets</b>			
	12.6.1	As far as possible allocate different groups their own toilet blocks if the site allows for it. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. The use of hand sanitiser stations outside / inside toilets may assist with this as pupil volumes increase. Where possible use of toilets should be as close to their learning base or on a rota with social distancing observed if groups have share / mix e.g. staff toilets, shared toilets off corridors / between classrooms.	Bubble toilettes have been allocated.	EP	Sep-20
	12.6.2	Limit the number of children or young people who use the toilet facilities at one time.		EP and all staff	Sep-20
12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).		EP and all staff	Sep-20	

	12.6.4	Where possible staff should use the staff toilets as close to their work areas as possible and follow social distancing guidelines when moving to / from them.		EP and all staff	Sep-20
	12.6.5	For older pupils and staff toilets it is good practice for pupils and staff using the facilities to wipe down door handles, toilet seats and flush handles after use with an anti-viral wipe following a "If You Use It – Wipe It" principle.		EP and all staff	Sep-20
	12.6.6	Signage to the backs of toilet doors and above sinks could be provided to remind pupils and staff to wash their hands and follow the "If You Use It – Wipe It" principle (for older pupils, staff and visitor facilities). Provide bins for the disposal of wipes if not already in place. For shared staff toilets you could use laminated engaged / vacant signs or other markers on the outside door that staff change appropriately to limit the number of staff using them at any one time. These would relate to the number of users allowed at any one time.		EP	Sep-20
	12.7	<b>Assemblies / Collective Worship</b>			
	12.7.1	Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' or with large 'bubbles' should be avoided. Assemblies could be virtual via video recordings or live streaming into classrooms.	Zoom class assemblies in place and pre recorded whole school assemblies.	EP	Jun-20
	12.7.2	If collective worship is required this should be carried out following the guidelines on social distancing, spacing, occupancy and keeping staff and pupils in their discrete groups. It may be possible to carry this out in the areas each group is based.	Zoom class assemblies in place and pre recorded whole school assemblies.	EP	Jun-20
	12.8	<b>Staff areas</b>			
	12.8.1	Staff rooms and offices should be re-arranged to have 2m gaps between seating and work stations and / or stagger breaks / lunchtime or use a rota for common resources and areas to limit staff numbers using the area at any one time. Staff should observe social distancing in these areas. It is recommended schools work out the square metred area available for staff seating and divide this by 4 to give a maximum occupancy rate. The actual number may need to be lower to take into account pinch points such as hot and cold food / drinks stations. Provide signage on the door / in the room to remind staff to socially distance, wear face coverings and maximum occupancy.		EP	Jun-20
	12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing and consider limiting the number of staff that can be together to work outside the classroom / take breaks together.	2nd staff room implemented		
	12.8.3	For shared touch points e.g door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers, keyboards etc follow the "If You Use It – Wipe It" principle with anti-viral wipes.		EP	Sep-20
	12.8.4	Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).		EP	Jun-20
	12.9	<b>Communication</b>			
	12.9.1	It is recommended that staff share mobile phone numbers and communicate via these between groups where possible or that school phones or walkie talkies are used to minimise movement between groups. If staff need to communicate outside their groups they should observe social distancing.	Walkies Talkies shared around school	NR	June 2020
	12.9.2	In these exceptional circumstances it is recognised that staff that are still working may need to have their personal mobile phones with them whilst at work for emergency access. In such situations, staff should still follow the practice principles outlined in the guidance for safer working and the school's acceptable use policy regarding the use of their own phones.		EP	Sep-20
13.First Aid	13.1	Ensure adequate first aid provision for the numbers of staff and pupils on site, this is likely to include staff with Full FAW qualifications and paediatric first aiders for early years settings.		KH	Sep-20
	13.2	Paediatric first aiders must be available at all times that children up to the age of 5 are on site or on educational visits.	Changed as will revert to previous requirements	LB	Sep-20
14 Biometrics Lifts electronic	14.1	If it is not possible to clean surfaces between each user then the use of biometrics should be replaced with an alternative non contact system where possible e.g entry points, registration, food and drink purchasing.	NA		
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.	NA		

14. Biometrics, LITS, electronic signing in / out systems and control panels / buttons. Shared IT.	14.3	The use of Lifts and control panels should be limited to essential users only and should be cleaned between users e.g using hand sanitisers or ant-viral wipes.	NA		
	14.4	Multi user Electronic signing in / out systems should not be used at this current time unless they can be cleaned between users either by the use of hand sanitisers or anti-viral wipes.	NA		
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.		SS	Sep-20
15.General controls	15.1	<b>Ventilation</b>			
	15.1.1	Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. External opening doors may also be used (as long as they are not fire doors and where safe to do so) Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.		EP & FL	Jun-20
	15.1.2	Where possible open windows to classrooms, offices, staff rooms etc. In cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space.	School fleeced to be worn on cold days. Trial use of thermometers	EP & FL	Jun-20
	15.1.3	You can continue using most types of air conditioning system as normal. If you use a centralised ventilation system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply. Air conditioning systems that mix some of the extracted air with fresh air and return it to the rooms, individual room systems or portable units do not need adjusting. Ventilation to chemical stores should remain operational. Mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Heating systems that utilise warm air should follow the same principles. Guidance from HSE is available at <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a> .	NA		
	15.1.4	To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: opening high level windows in preference to low level to reduce draughts, ncreasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused), providing flexibility to allow additional, suitable indoor clothing, rearranging furniture where possible to avoid direct drafts, Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.	Trial use of themometers and hygrometers.		
	15.1.5	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.	New		
	15.2	<b>Learning Outside</b>			
	15.2.1	Learning outside is encouraged wherever possible, following social distancing and hygiene guidelines. Suggestions and Learning Outside the Classroom guides and advice can be found on Evolve.		EP	Sep-20
	15.3	<b>Medical Needs</b>			
	15.3.1	Staff should be made aware of any medical conditions / needs of the CYP they are caring for e.g. allergies, asthma etc. and devices such as epi pins and inhalers should be available wherever the CYP is. Ensure staff are trained in their use.		SR	Sep-20
15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.		SR	Sep-20	
15.4	<b>Water fountains</b>				
15.4.1	Water fountains in shared pupil areas should be taken out of use.	NA			

	15.4.2	Water bottles can be filled up from the taps in classrooms by a member of staff so long as the water is potable (drinking) water. Sanitisation of hands and bottle before and after is required.		EP	Jun-20	
16.Educational Visits	16.1	Given the new lockdown and restrictions on activities for all persons, all off site educational visits should cease until the lockdown has been removed / altered.		LB	Sep-20	
	16.2	When visits can recommence they should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits schools should complete the Day Visits risk assessment along with any venue specific assessments.	New *	LB	Sep-20	
	16.3	At this current time and with new lockdown restrictions, settings should only make use of outdoor spaces in the local area to fulfil any essential requirements stated in an individual's existing EHCP and if there is limited outdoor space available onsite. In such situations, pupils should be able to safely adhere to social distancing from staff and members of the public.	New	LB	Sep-20	
	16.4	From 8 August, face coverings will be required by law to be worn in a greater number of public indoor settings including: museums, galleries, cinemas, places of worship, and public libraries. Face coverings do not need to be used by children under the age of 11 or those who may find it difficult to manage them correctly. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings</a>	* NEW NA for HWPS	EP	Sep-20	
17.PPE for staff and pupils	17.1	Schools teaching pupils in Year 7 and above should ensure staff, visitors and pupils wear face coverings in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas. In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering. 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). If staff have to work in close contact with pupils e.g to supervise science experiments, D&T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves. It is strongly recommended staff and visitors in settings teaching Year 6 and under wear face coverings in communal areas. Face shields offer staff an additional level of protection when working in classrooms with pupils where face masks are not recommended by the government. Outside of classroom areas staff should wear face masks or other appropriate face coverings instead of, or in addition to, face shields, unless there is a medical reason why a face shield is more appropriate.	Visitors to school asked to wear visors if they are working with children or in classess. Eg Speech and Language Therapists	EP	Sep-20	
	17.2	FFP2 / 3 masks are not generally necessary in a school setting.		EP	Sep-20	
	17.3	Activities such as close intimate care e.g nappy changing, invasive medical procedures, assisting with feeding necessitate closer contact with pupils. Staff carrying out these activities should wear disposable gloves and aprons and may need IIR masks and eye protection. This would need to be assessed on a case by case basis.		EP	Sep-20	
	17.4	If PPE is identified as necessary for certain activities or staff through a risk assessment then this should be provided by the school.	PPE supplied for pupils who may need support using the toilet.	EP	Sep-20	
	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.		EP	Sep-20	
	17.6	Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.	New	EP	Sep-20	
		<b>See Bulletin 07 - PPE and Bulletin 17 - PPE Ordering. PPE can still be purchased via the PPE Team and the range of items available has extended.</b>				
	17.7	Amalgamated into 17.1	Amended			



	17.8	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.			
	17.9	It is recommended that staff and pupils using face coverings have at least two available, in individual sealable plastic bags, to enable them to be changed throughout the day and be replaced if they become damp. Re-usable face coverings should be cleaned / washed regularly.			
18. Staff Wellbeing	18.1	Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. As staff may feel anxious about being in school and the number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.		EP	Sep-20
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils. Where staff have been out of school for a considerable time this may take longer.		EP	Sep-20
	18.3	The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>		SR	Jun-20
	18.4	Consider if employee risk assessments need to be amended or new ones carried out for staff experiencing physical or mental health issues. A WASP is available via Leeds for Learning.		EP & SLT	Review September 2020
	18.5	It is recommended that regular staff meetings (via skype etc. or following social distancing rules) are undertaken with staff on site and that regular telephone, skype etc. communication is held with staff who are not present to maintain contact and assist wellbeing.		EP	From April 2020
	18.6	Identify Mental Health First Aiders.		EP	
	18.7	Inform staff about support via Education Support Partnerships and HELP Assist (for Community, VC and schools with a HR or H&S SLA).		EP	09/08/2020
			<b>Guidance on Staff Wellbeing is available on Leeds for Learning.</b>		
19. Contractors visiting site	19.1	Minimise visits to wherever possible to essential visits only e.g to carry out statutory testing, repair work or building works. Where visits can happen outside of school hours, they should.		KN	Jun-20
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.		KN	Jun-20
	19.3	Contractors should adhere to social distancing guidelines and wear face masks or appropriate face coverings whilst on site.		KN	Jun-20
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.		KN	Jun-20
	19.5	If contractors need supervising this should be done following social distancing guidelines.		KN	Jun-20
	19.6	Contractors to follow Government guidelines on self isolating if they or their family members display any symptoms.		KN	Jun-20
	19.7	If contractors display any symptoms whilst on site they should be asked to leave immediately and any areas / equipment they have been working in / on isolated for 72 hours or thoroughly cleaned prior to admitting other persons / being used.		KN	Jun-20
	19.8	If contractors are on site for long periods of time a separate toilet facility could be identified for their sole use and cleaned after their work has ceased and before being used by the school again. If this can't be established then inform contractors of the "If You Use It – Wipe It" principle.		KN	Jun-20
19.9	School should still follow procedures for controlling access / security whilst contractors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days.		KN	Jun-20	



20.Lettings / Meetings / Visitors	20.1	There will be occasions when visits to the setting are necessary, but settings should limit these to essential visits only to avoid visitors entering their premises, wherever possible and use remote means. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site. Lettings should only continue if the activities are in line with those permitted under the lockdown. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene, face coverings and control measures are explained to visitors on or before arrival. Face masks or appropriate face coverings should be worn by visitors whilst on site		EP	September 2020
	20.2	In instances where settings need to use other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually. Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established.		EP	September 2020
	20.3	A separate toilet facility could be identified for the sole use of visitors whilst on site as close as possible to the area of work / their access point into the building and cleaned after their time on site has ceased and before being used by the school again. If this can't be established then inform visitors of the "If You Use It – Wipe It" principle. There is a legal requirement to provide hygiene facilities for drivers visiting the site e.g. Delivery drivers, minibus drivers.		EP	Jun-20
	20.4	School should still follow procedures for controlling access / security whilst visitors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days. .		KN	Sep-20
	20.5	Sports lettings are currently restricted under the new lockdown requirements and can only take place if for elite sportspeople (and their coaches if necessary, or parents/guardians if they are under 18) - or those on an official elite sports pathway - to compete and train. They must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Guidance and a list of NGB whose rules have been approved can be found at : <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a> .		KN	Sep-20
<b>21.Pupil Wellbeing</b>		<b>21.1</b>	<b>Guidance is available on Leeds for Learning for pupil wellbeing</b>		
22.Fire safety	22.1	Consider if the fire evacuation routes need to be altered to take into account the changed use of the site.		KH	Jun-20
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.		KH	Jul-20
	22.3	Consider if you need to re-allocate fire marshal roles.		EP	7/24/2020
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc		EP	09/08/2020
	22.5	Practice new procedures as soon as possible after opening and carry out emergency drills as normal (following social distancing as appropriate). Adjustments should be made to fire drills to allow for social distancing where possible.		EP	
	22.6	Consider if staff and pupil PEEPs need to be amended.		SR	
	22.7	If changes are made to the current Fire Evacuation Management Plan and staff re-trained this should be added to your Fire Risk Assessment as an interim measure and a sheet attached marked "Interim Amendments to procedures in relation to COVID-19". <b>LCC sample Fire Risk Assessment has a page in the appendices for interim changes to be noted rather than rewriting sections.</b>		KN	June 2020
<b>23.Supervision at Lunchtimes</b>	<b>23.1</b>	Consider how to allocate staff at lunchtime to ensure supervisors stay with a consistent group of pupils and have adequate breaks.	Rota in place with designated areas	EP	Jul-20
	24.1	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..	NA		

24. Catering	24.2	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking onto account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.		EP	Jul-20
	24.3	Consider whether meals can be served in the hall or need to be delivered to classrooms and discuss this with catering staff. LCC catering can provide hot and cold grab bags which can be served to pupils in their classrooms for schools using their services and this may be possible for other catering teams to do.	Rotas in place	EP	Sep-20
	24.4	Where possible catering staff should remain in the kitchen / serving hall and use an entrance / exit as close to the kitchen as possible. Catering staff should be informed they must inform the school if there are any positive cases amongst staff on site and schools should report this using the PCIF01 form.		EP	Jun-20
	24.5	Tables / seating set out by catering staff should be cleaned before pupils and staff use them and in between each group of staff and pupils.	NA		
	24.6	Catering staff should observe the rules of social distancing and hygiene whilst on site. LCC Catering staff may be wearing face masks due to constraints of social distancing and food hygiene. LCC catering staff are allowed to use alcohol based hand sanitisers.		EP	Jun-20
25. Staff Training	25.1	School staff should be inducted / become familiar with new working practices before opening the school, this is especially important for staff members who are new or who may not have been in school during the past months. <b>See also 2.1.</b>		EP	September 2020
26. Drop off of Essential Items Forgotten by Pupils	26.1	A system should be put in place for the potential drop off of essential items a pupil may have forgotten e.g medication, packed lunch. For example, a system such as a 'quarantine bin' / area outside of school reception where the items are left before being cleaned / wiped with anti-viral wipes and delivered to the pupils base. Staff doing this should thoroughly wash hands before and after handling the items.		EP	June 2020
27. Transport to School by My Bus or School Buses (not public transport buses)	27.6	The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible, distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents ,</li> <li>• on secondary school services, all children will be required to wear a face covering unless exempted for medical or other reasons.</li> </ul>	Ammendement: when transport of individual pupils is needed, eg to collect a pupil, the following controls will be in place: car seats, seatbelts, internal door handles to be disinfected, all 4 car windwos to be open for ventilation, driver and additional adults to wear tyoye IIR face coverings, pupil ans staff hand sanitize on entry and exit, staff memembr to open / close car doors		
28. School Sites Shared with other Users e.g PFI Staff, Children's Centres	28.1	Where applicable, ensure arrangements that impact on other site users e.g opening times, access / egress routes, changes to fire practices, cleaning regimes, use of shared areas etc ...are discussed / information provided to users who share the school site.		KN	Jun-20
29. Marking / Handling School Work	29.1	Staff can take books and other shared resources home if they can be cleaned. If not, or if work is to be marked, staff can wash hands or sanitise before handling / marking work, at regular intervals throughout and after completing handling / marking. Alternatively resources and marking could be left for at least 48 hours (72 hours for plastic) before and after handling / marking. It is recommended that paper work to be marked is placed in a plastic bag that can be wiped down after collection of work and before handing work back to the pupils. Other suggestions for assessed work include the use of online or electronic assessments or individual worksheets for assessed work so the pupils can retain their exercise books for lessons. Face shields / masks could be used for immediate close contact feedback and visualizers may also help. If pupils or staff have been displaying symptoms any work they have handled during that time should be left for at least 48 hours (72 if plastic).	Revisions to Marking and Feedback Policy: Use of post it notes for comments where written comments are needed. Self marking for lessons like Maths or Spag Side – by side marking Use of paper instead of books. For example, a longer writing talk can be completed on a Friday on paper and then marked after 48 hours. Feed forward sheets / annotated planning	EP	Sep-20
	30.1	Mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	No Volunteers at present - NA		

30. Agency staff and volunteers	30.2	Settings can continue to engage supply teachers and other supply staff during this period. To minimise the numbers of temporary staff entering the setting consider using longer assignments with supply teachers. You should also limit the bubbles they teach or limit them to bubbles where they can socially distance as far as possible. This would also apply to other temporary staff working in schools such as peripatetic teachers, sports coaches, and before and after school clubs staff although their attendance on site should be limited where possible.		EP	September 2020
31. Before and after school clubs	31.1	Before and after school activities (including wraparound care) should only take place for children eligible to attend the setting e.g only vulnerable children and children of critical workers. Currently, supervised activities, training and education for children can continue for pupils eligible to attend the school setting.	Breakfast club to take place in Bubble groups starting Oct 19th	EP	Sep-20
	31.2	Settings should try to keep to the bubbles in use during the school day where possible. Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. Smaller consistent groups could be used in different rooms or groups socially distancing in a larger space e.g the hall. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met. .		EP	Sep-20
	31.3	Make parents / carers aware that government guidance is that they limit the number of different wraparound providers they access, as far as possible, and assure themselves that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.		EP	Sep-20
	31.4	At this current time schools should not 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 unless they are for permitted activities e.g early years provision, childcare for pupils eligible to attend school.	Updated 10/09/2020	KN	Sep-20
	32.1	Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume. However, there is now evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting loudly, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Schools must not host performances with an audience. Government has also published advice on safer singing <a href="https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing">https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</a> .		NR	Sep-20
	32.2	Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.	Updated 10/09/2020	NR	Sep-20

<b>32. Music and Performing Arts - for detailed guidance follow <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></b>	<b>32.3</b>	<p>Playing instruments and singing in the smaller groups permitted should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Mitigating factors include : Pupils and staff being positioned back-to-back or side-to-side when playing or singing (rather than face-to-face, positioning wind and brass players so that the air from their instrument does not blow into another player, use of microphones where possible or encouraging singing quietly. Additionally, schools should keep any background or accompanying music to levels which do not encourage persons to raise their voices unduly. Keep the activity time involved as short as possible and it is recommended individuals are seated rather than standing to help maintain social distancing.</p>	<p>Updated 10/09/2020. Avoid sharing instruments and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p>	<p>NR</p>	<p>Sep-20</p>
	<b>32.4</b>	<p>Schools that offer specialist, elite provision in music, dance and drama should also consider the DCMS guidance on the performing arts. <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></p>			
	<b>32.5</b>	<p>Avoid sharing instruments and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands). Instruments should be cleaned by the pupils playing them, wherever possible. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible. In addition, in individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p>			
<b>33. PE / Sports including dance.</b>	<b>33.1</b>	<p>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Pupils should be kept in consistent groups. Sports equipment that has been touched / handled should be cleaned between groups and pupils and staff should clean their hands before and after activities. Alternately you can rota use so it is not used for 72 hours between groups. Hand sanitiser would be useful to use regularly during sporting activities.</p>		<p>EP</p>	<p>Sep-20</p>
	<b>33.2</b>	<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. 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. The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must only consider those 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 <a href="https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events">https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</a>. Competition between different schools should not take place.</p>		<p>EP</p>	<p>Sep-20</p>

	33.3	External leisure and sports facilities such as leisure centres and gyms, swimming pools, tennis and basketball courts, golf courses, fitness and dance studios, climbing walls, archery, driving, and shooting ranges are permitted to be open for a small number of exempt activities, including education and training (including for schools to use sports and leisure facilities where that is part of their normal provision).		EP	Sep-20
	33.4	PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons for those pupils eligible to attend school.		EP	Sep-20
	33.5	To minimise close contact in changing rooms settings may wish to consider allowing pupils to wear PE kits on the days they are doing PE or coming to school / going home in PE kits if lessons are near the beginning or end of the day. Where this is not possible / practicable e.g cold weather, other activities on the same day that require more of the body to be covered, ensure pupils have cooled down prior to changing to minimise changing whilst still sweating / breathing heavily.		EP	Sep-20
	33.6	Amalgamated into 33.3			
	33.7	PE - there is additional advice available in the following two documents found on L4L and Evolve for additional controls that may be needed for PE if these have not already been assessed. AfPE – Interpreting the government guidance in a PESSA context. <a href="https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/">https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/</a> YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary).		CV	Sep-20
34. Science and D&T	34.1	CLEAPSS have extensive guidance on lesson delivery with Covid 19 controls (which is being updated at present) <a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a>		KA	Sep-20
	35.1	<b>General</b> - Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.	New	EP	Sep-20
	35.2	<b>General</b> - Minimise, or remove altogether, soft toys, soft decorations e.g hanging displays in classrooms and other more difficult to keep clean equipment. Other equipment that is kept for the sole use of a discreet group of staff and pupils can be cleaned at the end of the day, but keep to a minimum. Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example. physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. The exception to this would be a piece of equipment such as a weighted blanket that is required for a specific sensory need. The risks generated by removing this support could potentially be greater than the risk of infection. Such equipment should remain solely for the use of one bubble and be washed at the end of every day.		EP	Sep-20
	35.3	<b>Staff Rooms</b> - Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).		EP	Sep-20
35. Shared Resources	35.4	<b>Play equipment</b> - Indoor and outdoor play equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. If it cannot easily be cleaned after each bubble use throughout the day or kept for one bubble at all times you could consider allocating specific equipment to a specific bubble on a daily rota basis. Strict hand hygiene is essential if equipment is shared and users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.	All equipment is cleaned after use and returned to the bubble.	EP	Sep-20

	35.5	<b>Classroom resources</b> - 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. Reduce the use of shared resources e.g stationary, books etc . and allocate individual resources to pupils wherever possible. It is still recommended that children and young people limit the amount of equipment they bring into the setting 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Water Bottles: school provides one named bottle per pupil which is kept in school and sterilised every evening.	Phase Leaders	Sep-20
	35.6	Early Years - Shared materials and surfaces should be cleaned and disinfected more frequently. Given the current rates of infection it is recommended malleable materials are taken out of use at the present time unless they are single user. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable. For example, daily, and children wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group. Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.	<b>Sand</b> - Tuff spot used for sand and changed daily. . This is sprayed with disinfectant throughout the day. Pupils wash hands before and after playing in there. <b>Water Tray:</b> fresh water daily with soap added to it. Water to be changed at lunchtime. <b>Playdough:</b> pupils handwash before and after use. Individual pots provided. <b>All soft furnishings</b> washed weekly and sprayed with disinfectant daily.	LB	09/11/2020
	35.7	Pupils can take resources e.g library books, home as long as they are quarantined for 48 hours (72 if plastic) on their return if they cannot be cleaned.		EP	Sep-20
36. Record Keeping	36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.		EP	Sep-20
	36.2	Records should be kept of pupils and staff in each bubble, and any close contact that takes places between pupils and staff in different groups. Records of visitors, agency staff, volunteers etc.. and who they have been working with should also be kept. In order to keep this proportionate you can utilise existing recording practices e.g class / lesson registers, signing in / out systems, meeting registers, training records, physical intervention records and first aid records. 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.	Bubble Lists in place & updated manually	EP	Sep-20
	36.3	If your existing systems do not record times when pupils, staff and others are working together e.g small group intervention work, PPA cover, use a simple signing in / out system for the class / area or a simple activity / register record.		EP	Sep-20
	36.4	It is good practice to record cases where pupils and staff are symptomatic or test positive / negative as this will help identify close contacts if needed and whether there is a potential outbreak. CPOMs could be used for this for pupils and / or a simple spreadsheet for staff and pupils. A sample one is provided on LfL.		EP	Sep-20
	36.5	A record should be kept of which staff have assisted pupils or staff who are displaying symptoms. This could be via first aid records or could be added to the simple spreadsheet if used.		EP	Sep-20

<p><b>37. Use of school minibuses / transport e.g for visits, transfer between settings, emergencies</b></p>	<p>37.1</p>	<p>The approach to minibus / coach / private vehicle transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted in your setting,</li> <li>• use of hand sanitiser before boarding and after disembarking (putting sanitiser on whilst on board could cause spillages and slip hazards). Drivers and passenger assistants should use alcohol hand rub or sanitiser at intervals throughout the journey, and should always do so after performing tasks such as helping a child into the vehicle or handling a child's belongings.</li> <li>• additional cleaning of vehicles,</li> <li>• organised queuing and boarding,</li> <li>• distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents , avoiding the use of face to face seating on home to school transport wherever possible</li> <li>• the use of face coverings for staff and children over the age of 6 (unless exempted for medical or other reasons) where appropriate - for example if they are likely to come into close contact with people outside of their group. Children should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival, in line with their process for disposing of face coverings.</li> </ul>		<p>EP</p>	<p>Sep-20</p>
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