



Risk Assessment for Childrens' Services (Schools).

Assessment Title:	Managing Covid 19 in Schools from 8th March 2021 V5.06	Ref No :	V5.06
School Name:	Hawksworth Wood Primary School	School Address:	Cragside Walk, Leeds. LS5 3QE
Date Assessment Undertaken:	Name of Assessor (print):	Assessor Signature:	Assessment Review Date:
12th January 2021	Eleanore Pickard		Weekly
Name of Head Teacher / Centre Manager (print):	Head Teacher / Centre Manager Signature:	Name of Chair of Governors (print):	Chair of Governors Signature:
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, **cross contamination risks** 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 the safe operation of the school in whichever form that takes.

Managing Covid 19 in Schools from March 2021

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Managing Covid 19 in Schools from 8th March 2021 opening - Risk Assessment - Version 5.06 - 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 Regular ongoing checks required.	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 Operational checks (to ensure good working order) to be carried out on :	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. Where buildings have been limiting attendance to just vulnerable children and children of critical workers or have reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak. https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm	Updated 05/02/21 - Annual Water Management Audit carried out 21/7/2020 Regular flushing regime by FL for areas not in constant use.	FL/Leeds City Council	05/02/2021
	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 Ensure Statutory Inspections are up to date for :			
	1.3.1 Lifts and Lifting Equipment (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 Pressure systems (if the scheduled inspections have not taken place in the last 12 months);			
1.3.3 LEV (if the scheduled inspections have not taken place in the last 14 months);	N/A	N/A	N/A	
1.3.4 Gas Appliances (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 Fixed wiring (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 PAT (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 Asbestos Management Plan (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	Sports Equipment (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	Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months);	N/A	N/A	N/A
	1.3.10	Tree surveys (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	Aire Valley Tree Consultancy	Survey carried out on 22/01/21
	1.3.11	Fire Safety : 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 annual test due 3/9/2020	Fire Alarm/Emergency Lighting - Leeds City Council, Fire Extinguishers - Chubb	10/08/2020
	1.4	Cleaning of the premises			
	1.4.1	If the school has been partially open i.e not using all the rooms / spaces that will need to be used on the 8th March, it is recommended a thorough clean of these areas is undertaken in line with existing cleaning procedures before they are occupied.	Updated 26/02/21 Full school deep clean carried out 05/03/21.	EP	05/03/2021
	1.4.2	If the school has been using all the premises, a full deep clean of the premises should not be necessary prior to the 8th March unless it has been required by Public Health Authorities as regular thorough cleaning should have been taking place.	Updated 26/02/21 Daily cleaning routine in place	EP	09/07/2020
	1.5	Supplies			
	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	All pupils can attend schools from the 8th March. Early Years settings - If there is a need to prioritise places (for example, where a nursery is oversubscribed, or unable to operate at full capacity), priority should be given to vulnerable children and children of critical workers, then 3- and 4-year-olds, in particular those who will be transitioning to reception, followed by younger age groups. Secondary settings (and SILC settings undertaking pupil testing) have the flexibility to consider how best to deliver the in school pupil LFD testing on a phased basis from Monday 8th March. This will depend on a schools circumstances and local arrangements. Priority should be given to vulnerable children and children of critical workers, and year groups 10 to 13. After 8th March secondary pupils should return to face-to-face education following their first negative test result. Schools may start testing pupils before Monday 8th March if they would like to do so. This is voluntary and at the discretion of each school. If a school chooses to start testing before Monday 8 March, they should still follow the schools operational guidance and must ensure pupils maintain social distancing and go home after their test result if the test is before Monday 8 March. Pupils will still need to do 3 tests on-site, each 3 to 5 days apart, before moving to home-testing. If you have pupils or students in school from 22 February such as vulnerable children or children of critical workers, then you can begin testing them before the rest of your pupils return to help to manage the flow of pupils through on site testing. They will need to continue testing on-site until the test at home kits arrive for pupils. For the remainder of pupils schools should not start home testing pupils before the week beginning Monday 15th March. Schools will need to consider the transport implications of testing pupils before Monday 8th March.	Updated 26/02/21 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. Assessing staff and pupil numbers to assist in plans for opening	2.2	Contact parents / carers of pupils, and staff, to ascertain if there are any changes to / new medical or SEND needs so that staff rotas, ratios, medical, SEN and first aid needs etc. can be assessed. This will include re-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.	Updated 26/02/21 Phased starts and transition plans in place were needed.	SR	By 21st September 2020
	2.3	Where pupil 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 pupil. Pupils should be able to continue attending both settings. 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 except when required by specific public health advice.	Updated 26/02/21 Pupils not allowed to mix settings as agrees with NWAIP.	SR	7/16/2020
	2.4	Secondary pupils not undergoing testing should attend school in line with their school's phased return arrangements. Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result.	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
	2.5	Identify which / how many staff will be able to return on the 8th March taking into account current illness and the recent extension of the numbers of people classed as CEV and advised to shield. This will help determine what staff are available and how pupils and staff can be grouped. Where possible, it remains the case that wider government policy advises those who can reasonably work from home do so, however, school leaders are best placed to determine the workforce that is required in school. Some roles, such as some administrative roles, may be conducive to home working, and schools should consider what is feasible and appropriate. The expectation is that those staff not attending school who are still able to work should do so from home where possible.	Updated 26/01/21 HWPS limited Bubble sizes to 10 as per last summers guidnace. Awaiting further guidance from LA / DfE		
	2.6	Consider that staff may still 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.	Updated 26/02/21 Full week working form home for teachers every other week. Plus all 5 afternoons when in school.		
		Ongoing			
	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 IPRA's or PBSP's are needed or need to be altered given the full return to school and any altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc.... Control measures and risk ratings in those IPRA's / PBSP's may need to be altered to reflect the current situation.	Updated 26/02/21	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. This is especially important at this time as many staff and pupils have been out of the setting for a considerable time.	Updated 26/02/21	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. It is recommended that the information school holds regarding pupils allergies / intolerances is cross checked with catering staff to ensure the correct / up to date information is available for both parties as schools return to full opening.	Updated 26/02/21 Photos displayed in kitchen,		Reminder sent 10/09/2020
	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.Assess activities / lessons which can take place	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
		Ongoing			
	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. This should include informing parents / carers about any LFD testing programmes being undertaken in school for their children and the access to home testing kits for parents / carers / support and childcare bubbles. https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff?priority-taxon=774cee22-d896-44c1-a611-e3109cce8eae	Updated 05/03/21	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	

Managing Covid 19 in Schools from 8th March 2021 opening - Risk Assessment - Version 5.06 - Section 2 Ongoing procedures and practices subject to regular review and change

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1	Clinically Extremely Vulnerable persons. (Category 1), Clinically Vulnerable persons (Category 2), BAME, males over 60 and pregnant staff.		
	6.1.1	<p>Staff - From 1st April 2021 CEV staff are no longer advised to shield and can return to the workplace. Government advice is currently that everyone is advised to continue to work from home where possible, but if staff cannot work from home they should now attend the workplace. Employee risk assessments e.g WASPs must be reviewed for all Clinically Extremely Vulnerable staff before they return to the workplace to ensure it is as safe as possible. This should include considering if it is possible for the member of staff to continue to work from home, or whether reasonable adaptations to their role would mean they could work from home or if additional control measures are required. For example :</p> <ul style="list-style-type: none"> o can certain activities / tasks be carried out at home to reduce time on site ? o can a lower risk role be carried out for all / some of the time ? o travelling at non peak times if using public transport, o face masks / face shields / perspex screens in class, o additional PPE such as aprons / gloves. <p>Staff that were advised to shield in the February expansion of the shielding programme that did not have an individual Covid risk assessment should have one carried out now before they return to the setting in line with the above considerations. Schools can seek advice from Occupational Health if there has been a significant change in an individual's health and medical advice is required. The progress of the vaccination programme, wider use of face coverings in schools, along with LFD testing programmes in schools, for parents / carers, for household members of school staff and in other workplaces, are all additional control measures that are now in place since shielding re-commenced in January 2021. This should be reflected in the individual risk assessment. It is recommended staff are encouraged to take part in the vaccination and LFD testing programmes if they are able to.</p> <p>Pupils -The advice for pupils who remain in the clinically extremely vulnerable group is that they can return to school from 1st April 2021 unless they are under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting. IPRA's must be reviewed for all CEV pupils returning to school to ensure it is as safe as possible. 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.</p>	<p>Updated 26/03/21 WASPs to be reviewed by KH</p>	<p style="text-align: center;">KH</p>

	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 March (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. Schools can seek advice from Occupational Health if there has been a significant change in an individual's health and medical advice is required.	Updated 26/03/21	EP & SLT	10/09/2020.
	6.1.3	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. CEV, 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. 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 e.g., placing them in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE.	Updated 26/03/21	EP & SLT	10/09/2020.
	6.1.4	Staff who live with someone who is CEV but who are not CEV themselves, can still attend work where home-working is not possible and they should ensure they maintain good prevention practice in the workplace and home settings, unless they have been advised otherwise by an individual letter from the NHS or a specialist doctor. Staff who live with those who are CV can attend the workplace and they should ensure they maintain good prevention practice in the workplace and at home. 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.	Updated 26/02/21		
7. Persons who are already displaying Coronavirus symptoms	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. Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	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
	8.4	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. Alternatively you can contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. 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. Inform DCS Alert using form PCIF 01.	Updated 26/02/21	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	Follow the guidance in 2021 Bulletin 09 - COVID 19 and CF50 if you have reasonable evidence that a member of staff has contracted Covid-19 through their work activities. Follow the guidance in the simple flowchart for cases - these are all available on Leeds For Learning.	Updated 26/01/21	EP	NA
		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.			

		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.	Altered PHE guidance expected soon.*	EP	
		Useful information on self isolating			
		https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection			
9. Controlling access into the school for staff, pupils and members of the public.	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 . Reviewed: half hour pick up and drop off started Oct 2020	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
	9.3	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
	9.4	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
	9.5	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 / visitors to wear face coverings when on the school grounds where social distancing of 2m is difficult to achieve or not being adhered to.	Updated 26/02/21 In addition, staff rotas with extra staff available in the playground to support with this	EP & all staff	09/09/2020
	9.6	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
	9.7	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 main door and gate	KN	Jun-20
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.		EP	Jun-20
	9.9	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
	9.10	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
	9.11	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
	10.1	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

10.Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	10.2	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
	10.3	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
	10.4	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.		EP & all staff	09/08/2020
	10.5	Tissues should be available in all group areas and should be single use only and binned after use.		KN	Jun-20
	10.6	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
	10.7	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
	10.8	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
	10.9	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
	11.1	General 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 https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings		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 children to 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.Cleaning	11.1.5	Shared materials and surfaces should be cleaned and disinfected more frequently. Malleable materials for messy play can be used provided they can be handled by a consistent group of children of and that no one else outside this group can come into contact with it. Alternatively single user alternatives can be used. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - regularly in accordance with the manufacturer's instructions, where applicable. Children and staff should 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.	Updated 26/02/21	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	Rooms used for isolating persons displaying symptoms			
	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	Clothing			
	11.3.1	There is no need for anything other than normal personal hygiene and washing of clothes following a day in school. Increased ventilation may make school buildings cooler than usual in cold weather so schools should consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.	Updated 26/02/21	EP	09/09/2020
	11.4	Hygiene Suites / Intimate Care Facilities			
	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	Leeds City Council / FM cleaning providers			
	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	
	Corridors and Circulation Spaces				

12.1	<p>"Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the: pupil's ability to distance, the layout of the building and the feasibility of keeping distinct groups separate while offering a broad curriculum.</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. 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 to keep that number as small as possible.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise transmission risks and the numbers of pupils and staff who need to self-isolate.</p> <p>Younger pupils 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.</p> <p>Using small groups can restrict the normal operation of education and present educational and logistical challenges.</p> <p>You will need to consider the cleaning and use of shared spaces, such as playgrounds, dining halls and toilets, and the provision of specialist teaching and therapies. Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Whatever the size of the group, they should be kept apart from other groups where possible.</p> <p>Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible."</p>	<p>Updated 26/02/21 Bubbles of 10 children formed</p>	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	Bubble sizes and Classrooms / Learning Areas			
12.2.1	Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. This may be by class group, year group or phase depending on the age of the pupils, the school layout, the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school. In secondary schools, particularly at KS 4 and KS 5, this is likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in KS 3 schools may be able to implement smaller groups the size of a full class.	<p>Updated 26/02/21</p>	EP	Sep-20

12. Bubbles / Social Distancing	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 where possible / practicable. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.	Updated 26/02/21	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
	12.2.6	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). You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for specialist teaching, wraparound care, and transport. Siblings may also be in different groups.	Updated 26/02/21	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 lessons, targeted work, to cover staff illness etc... Staff should ensure social distancing is observed as far as possible with pupils.	Updated 26/02/21 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. 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. All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.	Updated 26/02/21	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	PPA time - 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.	Teachers take PPA at home. Bubble TAs to cover PPA time	EP	Sep-20
12.4	Outdoor Areas			
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	Breaks and Lunchtimes			
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	Toilets			
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 toilets 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	Assemblies / Collective Worship			
12.7.1	Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' or a large bubble e.g. year group, should be avoided. Assemblies could be virtual via video recordings or live streaming into classrooms.	Updated 26/02/21 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 Staff areas			
	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 Communication			
	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 signing in / out systems and control panels / buttons. Shared IT.	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		
	14.3 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
	15.1 Ventilation			

15. General controls	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 https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm .	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, increasing 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	Learning Outside			
	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	Medical Needs			
	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 pens 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	Water fountains			
	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. For older pupils self re-filling can be undertaken under supervision. Schools should take steps to limit the use of single-use plastic water bottles.	Updated 26/02/21	EP	Jun-20
16.Educational Visits	16.1	From 12 April 2021 schools can resume educational day visits. In line with the roadmap, domestic residential educational visits should not take place until at least step 3 has been initiated and no earlier than 17 May 2021. Should step 3 commence as planned, schools may undertake domestic residential education visits that are already booked, no earlier than 17 May. Schools may begin planning for new domestic residential educational visits to take place after 17 May 2021 at the earliest, however, schools are advised not to enter into any new financial or contractual commitments at this stage. This advice will remain under review and be updated at the earliest opportunity.	Updated 15/04/21	LB	Sep-20
	16.2	Visits should be done in line with protective measures, such as keeping children within their consistent groups, 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.	Updated 15/04/21	LB	Sep-20
	16.3	From 12 April 2021 schools can resume making use of outdoor spaces in the local area. This should be done in line with protective measures, such as keeping children within their consistent group, and any coronavirus (COVID-19) secure measures in place at the destination. In such situations, pupils and staff should be able to safely adhere to social distancing with members of the public.	Updated 15/04/21	LB	Sep-20
	16.4	From 8 August 2020, face coverings have been 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. https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings	Updated 15/04/21 NA for HWPS	EP	Sep-20

<p>17.PPE for staff and pupils</p>	<p>17.1 Secondary / SILC settings - 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. Face coverings do not need to be worn by pupils when outdoors on the premises although it is recommended in high density outdoor areas where social distancing is difficult. In addition, it is now recommended that face coverings are worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. Primary / Nursery Settings - in primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. 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 by LCC that staff and visitors in settings teaching Year 6 and under wear face coverings in all 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. Alternatively other transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). 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.</p>	<p>Updated 26/02/21 Visitors to school asked to wear visors if they are working with children or in classes. Eg Speech and Language Therapists</p>	<p>EP</p>	<p>Sep-20</p>
	<p>17.2 FFP2 / 3 masks are not generally necessary in a school setting.</p>		<p>EP</p>	<p>Sep-20</p>
	<p>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.</p>		<p>EP</p>	<p>Sep-20</p>
	<p>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.</p>	<p>PPE supplied for pupils who may need support using the toilet.</p>	<p>EP</p>	<p>Sep-20</p>
	<p>17.5 Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.</p>		<p>EP</p>	<p>Sep-20</p>
	<p>17.6 Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.</p>	<p>New</p>	<p>EP</p>	<p>Sep-20</p>
	<p>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.</p>			
	<p>17.7 Amalgamated into 17.1</p>	<p>Amended</p>		
	<p>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.</p>			

	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 the school opens fully. Where staff have been out of school for a considerable time this may take longer.	Updated 26/02/21	EP	Sep-20
	18.3	The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers		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
			Guidance on Staff Wellbeing is available on Leeds for Learning.		
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 can also participate in schools' rapid testing programmes where these have been established and the school has capacity to include them.	Updated 26/02/21	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 provided 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. From 29th March 2021 'organised sports' can take place outside so schools can also re-commence lettings to such groups. 'Organised' sport, is one which is formally organised by a qualified instructor, club, national governing body, company or charity and follows sport-specific guidance. 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.. Toilets can be accessed. Guidance and a list of NGB whose rules have been approved can be found in : Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events - GOV.UK (www.gov.uk). From 12 April 2021 lettings can be extended to include indoor disability sport activities and indoor supervised sport and physical activity for under-18s (including those who were under 18 on 31 August 2020 and should be limited to 15 participants).	Updated 15/04/21	KN	Sep-20

	20.6	Support groups for parents and children, such as for breastfeeding, postnatal, and baby and toddler groups, for the provision of support for parents and their children, that are necessary to deliver in person, can continue with up to 15 participants (children under five are not counted in the number) where formally organised to provide mutual aid, therapy or any other form of support. This includes where parents and carers meet other parents and carers with or without their young children. From 12 April 2021 all parent and child groups, for the benefit of children under 5 years of age, can meet indoors and outdoors with up to 15 participants (children under five are not counted in the number). Group singing can take place. Taking account of the evidence about singing and COVID-19, singing is considered safer when limited numbers of people sing together. Where the singing is to take place outdoors no more than 6 adults, including the group leader, should sing at any one time along with the children aged under 5. Groups larger than 6 adults should be broken up into smaller groups of no more than 6 adults and follow the guidance above. The same groups should be maintained for the duration of the session. Where singing is to take place indoors, no more than 6 adults in the room, including the group leader, should sing and singing should be limited to the same 6 adults for the duration of the group session. Good ventilation with fresh air should be maintained throughout the session. In addition the guidance below in section 32 should be followed.	Updated 15/04/21		
	20.7	In Early Years settings Parents may continue to settle new children and settings may take new admissions in line with current guidance. Parents and carers are able to enter a setting to help their children adapt to their new environment. Settings should ensure that parents and carers wear face coverings, if required, in line with arrangements for staff and other visitors to the setting, stay for a limited amount of time (ideally not more than an hour), avoid close contact with other children and are aware of the 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting a setting with their child. Other in-person visits from parents can take place if they are necessary. Settings should work with parents to ensure parents still have visibility of the childcare environment during this time, including through the use of remote visits, pictures and phone calls.	Updated 26/02/21		
21.Pupil Wellbeing	21.1	Guidance is available on Leeds for Learning for pupil wellbeing			
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". LCC sample Fire Risk Assessment has a page in the appendices for interim changes to be noted rather than rewriting sections.		KN	June 2020
23.Supervision at Lunchtimes	23.1	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. See also 2.1.		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"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting • additional cleaning of vehicles • organised queuing and boarding where possible, distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents , • on secondary school services, all children will be required to wear a face covering unless exempted for medical or other reasons. 	Ammendement: when transport of individual pupils is needed, eg to collect a pupil, the following controles will be in place: car seats, seatbeklts, internal door handles to be disinfected, all 4 car windvos 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 task can be completed on a Friday on paper and then marked after 48 hours. Feed forward sheets / annotated planning	EP	Sep-20
30. Agency staff and volunteers	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		
	30.2	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	From 12 April, in line with the commencement of step 2 of the COVID-19 response – spring 2021, before and after school clubs, holiday clubs, wraparound care and extra curricular activities can be offered to all children, without restriction on the reasons for which they may attend. Both indoor and outdoor activities are now able to take place.	Updated 15/04/21 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. The relevant guidance on face coverings in section 17 should be followed depending on the age of children attending. If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member. Outdoor sports and supervised activities for children can happen in groups of any number. This is because the transmission risk is lower outside.	Updated 15/04/21	EP	Sep-20
	31.3	• being used by electively home educating parents as part of their arrangements for their child to receive a suitable full-time education		EP	Sep-20

	<p>31.4 Schools should follow the principles in the school guidance and holiday and after school club guidance for extra curricular activities and clubs : 1) keeping children in the same bubbles they are in during the school day, 2) if this is not possible - keeping children in consistent bubbles for these activities, 3) limiting the number of after school activities a pupil attends, 4) carrying out activities outside where possible. Music, performing arts, dance and sporting activities should be carried out in line with sections 32 and 33 below.</p>	Updated 15/04/21	KN	Sep-20
<p>32. Music and Performing Arts - for detailed guidance follow https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p>	<p>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 https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing.</p>		NR	Sep-20
	<p>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.</p>	Updated 10/09/2020	NR	Sep-20
	<p>32.3 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>	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.	NR	Sep-20
	<p>32.4 Schools that offer specialist, elite provision in music, dance and drama should also consider the DCMS guidance on the performing arts. https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p>			
	<p>32.5 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>	Updated 15/04/21		

	32.6	If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. Limit handling of music scores, parts and scripts to the individual using them.	New 26/02/21		
33. PE / Sports including dance.	33.1	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. Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.		EP	Sep-20
	33.2	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. Where schools are considering team sports schools only 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 should be considered. https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events . Both outdoor and indoor competition between different schools can now take place and should be organised in line with the above guidance.	Updated 15/04/21	EP	Sep-20
	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. Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.	Updated 05/02/21	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. https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/ YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary). Swimming - https://www.swimming.org/swimengland/pool-return-guidance-documents/	Updated 26/02/21	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) https://www.cleapss.org.uk/		KA	Sep-20
35. Shared Resources	35.1	General - 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	General - 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	Staff Rooms - 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
	35.4	Play equipment - 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	Classroom resources - 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. Malleable materials for messy play can be used provided they can be handled by a consistent group of children of and that no one else outside this group can come into contact with it. Alternatively single user alternatives can be used. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - regularly in accordance with the manufacturer's instructions, where applicable. Children and staff should 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.	Updated 26/02/21 Sand - 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. Water Tray: fresh water daily with soap added to it. Water to be changed at lunchtime. Playdough: pupils handwash before and after use. Individual pots provided. All soft furnishings 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 to 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>37. Use of school minibuses / transport e.g for visits, transfer between settings, emergencies</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: a) how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting, b) additional cleaning of vehicles, c) organised queuing and boarding where possible and distancing within vehicles wherever possible, d) passengers cleaning their hands before boarding and after disembarking (putting sanitiser on whilst on board could cause spillages and slip hazards), d) drivers and escorts regularly hand sanitising throughout the journey and after tasks such as helping a child board or handling a child's belongings, e) boarding the transport 'first in last out' and allocating specific seats where possible, f) maximising the ventilation of fresh air particularly through opening windows and vents, g) avoiding the use of face to face seating on home to school transport wherever possible and h) the use of face coverings for children 11 and over. 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.</p>	<p>Updated 05/02/21</p>	<p>EP</p>	<p>Sep-20</p>
	<p>37.2</p>	<p>If the use of private vehicles or car sharing is unavoidable / necessary the following should be considered : a) sharing the transport with the same people each time, b) minimising the group size at any one time, c) opening windows for ventilation, d) travelling side by side or behind other people, rather than facing them, where seating arrangements allow facing away from each other, e) considering seating arrangements to maximise distance between people in the vehicle, f) cleaning the car between journeys using standard cleaning products especially making sure door handles and other areas that people may touch are cleaned, and g) drivers and passengers wearing face coverings</p>	<p>New 05/02/21</p>		
<p>38. LFD Tests Understanding of the key roles in the school.</p>	<p>38.1</p>	<p>The COVID Coordinator is the main contact with NHS Test and Trace and is responsible for:-</p> <ul style="list-style-type: none"> · Communicating with stakeholders. · Ensuring staff are using the right instructions and they sign for the tests using the Test Kit Log. · Providing training and information for all staff workforce. · Management of delivery of tests and stock management of tests. Reordering tests when required. · Creation and management of a Register for logging test results. · Creation of an Incident Log, reporting incidents and carrying out risk management. · Storing and reporting required data. · Reviewing updates to guidance daily and implementing required changes. · Ensure the school testing process is aligned with the Buckinghamshire Public Health response to Covid-19 and is reviewed regularly to ensure continued alignment. · Managing and continually assess the process against this risk assessment. <p>Establish appropriate oversight and governance of testing at the school.</p> <p>Establish a Registration Assistant (NP) to:</p> <ul style="list-style-type: none"> · Inputting test results from staff into your school's 'Register'. Ensuring that the register is saved securely. · Sending reminders to participants to communicate their results online and to the school. · Responding to staff questions. 		<p>LB</p>	<p>21.01.21</p>

		<ul style="list-style-type: none"> Working with the COVID Coordinator to support the management of the stock of kits. <p>Contingency plan developed for absence by the key role holders identified above.</p>		
Failure to train all members of staff properly	38.2	<p>The COVID Coordinator to attend/watch DfE webinars 1&2. Other key members of the testing team or staff members can watch the recordings if deemed necessary/helpful. The COVID Coordinator to access and read all the information on the DfE Primary Schools Document Sharing platform.</p> <p>All staff to undertake the following training. Training records to be established and maintained:</p> <ul style="list-style-type: none"> Tell staff what rapid testing is. Use the NHS 'How to Guide – Rapid Testing of Primary and Nursery Workforce'. Ensure all staff understand the different COVID testing roles in the school and who holds these roles. Explain the process of collection of tests/correct instructions, the process for signing for tests in the school and recording the lot number against their name. Explain the process of taking a test at home. All staff to watch instructional video provided on You Tube – 'Step by Step Guide to COVID-19 Self Testing'. All staff to read the Instructions for Use document 'Your Step-by-Step Guide for COVID-19 Self-Testing' v 1.3.2 (ensuring you are using the correct version only – show slide from webinar). Make sure that all staff know that it is a requirement for them to report their test results to both to NHS Test and Trace and to the school. Use the 'Reporting the test result online' slide from the webinar and explain the school reporting process. Use the Participation and Data Protection slide (from the webinar) and links to discuss any staff concerns. Make sure staff know who to contact if they have an incident while testing at home. Use the webinar slide on incident reporting. <p>All staff to read the Privacy Notice before taking the tests.</p> <p>All staff must be aware that testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school in person, although participation in testing is strongly encouraged. Staff who decline to participate in the testing programme must follow the usual national guidelines on self-isolation and get tested if they show symptoms.</p> <p>The COVID Coordinator to review DfE Primary Testing FAQs on a regular basis.</p> <p>The COVID Coordinator to check the latest government guidance on rapid testing of primary/nursery workforce on a regular basis.</p> <p>All questions from members of staff to be checked against the Primary Testing FAQs on the document sharing platform by the COVID Coordinator and the answer communicated to all staff members. Should the answer not be found in the FAQs, the COVID Coordinator will contact the DfE coronavirus helpline on 0800 046 8687.</p>	LB	21.01.21
School unaware of staff members 'opting out'	38.3	<p>The COVID Coordinator to ensure that they have written confirmation from all staff (inc. supply, peripatetic and visitors) as to whether they are opting in or opting out of testing and plan/communicate accordingly.</p>	LB	21.01.21

		The school to plan in case of poor uptake by staff and plan accordingly.			
Testing kits deliveries are not managed correctly	38.4	<p>The COVID Coordinator to review information from NHS Test and Trace to understand when the school will receive their deliveries of testing kits. The delivery schedule and further advice from NHS Test and Trace can be found on the DfE document sharing platform.</p> <p>The COVID Coordinator to contact DfE Coronavirus Helpline if help is needed regarding deliveries (0800 046 8687), including missing or damaged items.</p> <p>The COVID Coordinator to create and manage a Test Kit Log, to check and record each delivery as it arrives on site, record lot numbers for the test kits delivered and use for staff members to 'sign out' test kits.</p>		LB	21.01.21
Insufficient stock of tests in school	38.5	The COVID Coordinator to monitor stocks of testing kits carefully by establishing weekly demand versus stock levels and determining minimum re-order levels. To contact DfE Coronavirus Helpline if additional deliveries are required (0800 046 8687).		LB NP	ongoing
Testing kit collections point poses a risk of COVID-19 transmission	38.6	<p>The COVID Coordinator is responsible for:</p> <ul style="list-style-type: none"> Ensuring that the collection point allows sufficient space to be available for 2 metre social distancing during the collection of the test by all members of staff. Determining a process for the safe collection of tests by staff members. Ensuring all staff members understand how and when to collect test safely. <p>The Registration Assistant is responsible for:</p> <ul style="list-style-type: none"> Ensuring they wear an appropriate face covering at all times during the handing out of the test kits, and that they maintain 2m from staff coming to collect their kits. Ensuring that the collection of kits follows the process established (above). Communicating any issues regarding the collection process to the COVID Coordinator. 	Teal room set up and clear instructions for all staff	LB NP	21.01.21
Testing kit storage and collection is not secure	38.7	<p>The COVID Coordinator is responsible for ensuring that the storage and collection point is:</p> <ul style="list-style-type: none"> Able to be secured to prevent unauthorised access to the test kits. Inside and at a temperature between 2 and 30 degrees, out of direct sunlight/heat. 	lockable cupboard in Teal room	LB NP	21.01.21
Test Kit Log is inaccurate	38.8	<p>The Registration Assistant must record who takes the test kits on a Test Kit Log and ensure that this information is stored securely. This log must include the following and be kept until further guidance is given</p> <p>Name of school. Name of person issuing the test. Date of issue. Lot number of test kit (on the back of the test kit). Name of person using the test.</p> <p>The Registration Assistant must ensure that all staff members receive, and sign for, a copy of the right Instructions for Use (v.1.3.2 dated 15 January 2021, plain blue cover). Refer to DfE webinar/slides. Old instructions to be destroyed</p>		LB NP	21.01.21
Supply teachers, peripatetic teachers and visitors are not included in school workforce procedures	38.9	<p>COVID Coordinator will develop a process for testing supply teachers, peripatetic teacher and other visitors to the school site.</p> <p>COVID Coordinator will communicate the process clearly to the Registration Assistant, all staff members and all supply teachers, peripatetic teachers and other visitors to the school site.</p>	Students, catering staff and cleaning staf all trained and set up with link to school system to report tests	LB	21.01.21

Tests are not completed accurately by staff workforce	38.10	<p>The COVID Coordinator to ensure that all staff:</p> <ul style="list-style-type: none"> Undertake the training and are provided with the correct literature and video links, as detailed above. Can ask questions and discuss issues. Feel confident in reporting issues and concerns to the COVID Coordinator. 	staff training	LB	25.01.21
Inaccurate reporting of test results	38.11	<p>The COVID Coordinator to ensure that all staff:</p> <ul style="list-style-type: none"> Are trained in and understand how to report their test result to NHS Test and Trace as <i>soon as the test is completed and every time they take a test</i>, even if the result is negative or invalid – either online or by telephone (as per the instructions in the home test kit). Are aware that the test assigned to them is only to be used by themselves and that it must never be taken by anyone else. <p>The COVID Coordinator will develop their own, locally managed Register and a process for all staff to log test results with the school, before staff arrive on site in the morning. This is important for identifying staff with positive results, for bubble management and contact tracing. This must be a separate document to the Test Kit Log for data protection reasons. This system to be communicated clearly to the whole staff team. This should include:</p> <ul style="list-style-type: none"> The process and timelines for test to be taken and results to be communicated by staff (and onward communication to the headteacher if/when required). A process for dealing with non-reporting by staff. The process for logging results, who will deputise and how will this be communicated. How the results will be saved securely. Encouraging staff to follow requirements when reporting results online (e.g. sending reminders on test days). Identifying and reporting incidents. The creation of procedures to check, test and update the Test Kit Log, Register and Incident Log on a regular basis. The register should be kept until further guidance is given. 		LB	25.01.21
Staff misunderstand their responsibilities following a test result	38.12	<p><u>The COVID Coordinator must ensure that all staff understand that they must report their result to both NHS Test and Trace through self-report gov.uk or ringing 119 and to the school (following the agreed school process), even if the result is negative or void:</u></p> <ul style="list-style-type: none"> Staff with a negative LFD test result – staff can continue to attend school, follow guidance and use protective measures. All staff - The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. Those with symptoms are also expected to order a test online or visit a test site to take a PCR test to check if they have the virus. All staff - the LFD test kits for use by primary school staff are not to be used as an alternative to self-isolation. If a member of staff has been in close contact with a confirmed case of COVID-19, they should follow the government guidance and self-isolate. 		LB	25.01.21
Incidents are not reported accurately	38.13	<p>Schools - Issues experienced by an individual at home:</p> <ul style="list-style-type: none"> The COVID Coordinator to develop an Incident Log and process for logging issues. Ensure the Incident Log is saved securely. 	online system set up through forms so staff can report any issues	LB	25.01.21

		<ul style="list-style-type: none"> · All staff members to be trained in what issues should be reported, to whom and by when. · The Incident Log to be reviewed daily by the COVID Coordinator. Lessons learnt identified and changes made to the testing process and risk assessment where needed. Changes to be communicated to all staff. · If there are repeated or similar issues these should be reported to the DfE Helpline. · If any immediate medical care is needed by staff members, this should be sought from the usual routes for seeking medical care through 111 or 999. · If there is a clinical incident which led or has the potential for harm, staff to be advised to report this on Coronavirus Yellow Card reporting site · For any non-clinical issues occurring in a home setting, participants to be advised to report any issues to 119 and inform the school (as above) <p>Any other questions, concerns or reporting issues will be raised via the DfE coronavirus helpline on 0800 046 8687.</p>			
Risk of data protection breach in managing personal data	38.14	<p>Access to the data to be restricted to the COVID Co-ordinator (and Registration Assistant) and the Headteacher.</p> <p>Data/records to be stored securely on school computers only, not to be removed from school.</p> <p>Ensure that the collection and storage of the data meets legislation requirements and the school's Data Protection Policy. The school will need to satisfy themselves that they have a lawful basis for processing personal data. The school will provide staff with a privacy notice explaining what personal data is required to participate in the programme.</p>	access to microsoft forms	LB NP EP	25.01.21
39. Asymptomatic Testing	39.1	An asymptomatic lateral flow device testing programme has been put in place in the school.		LB NP	25.01.21
	39.2	Staff and pupils (where relevant) are encouraged to take part in the programme and provided with information, guidance and the opportunity to discuss any issues / concerns and raise questions.	Updated 26/02/21	LB NP	25.01.21
	39.3	Where relevant, pupils are being offered 3 lateral flow tests in the school on site testing site followed by regular twice weekly home testing on their return to school.		NA	
	39.4	Sections 3 of this risk assessment are being followed by the school and staff / pupils taking part.		LB NP	25.01.21

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Section 3 - Home Mass Asymptomatic Testing for Primary and Nursery settings - daily serial testing for close contacts is not to be undertaken at the present time unless part of the NHS evaluation programme.

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed	
<p>Primary and School Nursery Settings - currently limited to twice weekly staff home tests. Guidance and Resources are available on the Primary School Portal - a link is available on the Leeds for Learning Health, safety and Wellbeing Home page. Through schools where the Primary / Nursery and Secondary bases are on the same site should follow the Secondary schools testing process if safe access is available to the Secondary testing area. If based on separate sites the Primary / Nursery process should be followed.</p>					
PT1. Organising the testing system.	1.1	Staff should be provided with the school amended letter for staff and privacy notice (on the Primary schools portal), information leaflet, time to watch the how to test video and access to the relevant materials on the primary schools portal to enable them to make an informed decision regarding consent for weekly testing. It is recommended this is done as a group in staff meetings to give a consistent message and it could be done via a virtual staff meeting with time during / after for staff to ask questions / raise any issues or concerns. As this may involve large groups of staff and be of some length it is recommended this is not done face to face to minimise the risk of transmission / potential contacts.	Training via teams	LB	26.01.21
	1.2	Staff should be informed that if they consent to testing they must carry out the testing at the time agreed with the school, follow the instructions in the test kit, must not give the test kits to anyone else and must upload their results and inform the school as soon as possible		LB	26.01.21
	1.3	Identify and record which staff have given consent to carry out twice weekly testing. Staff should be encouraged to undertake testing as it is an additional control measure on top of those already in place, however, consent is voluntary and can be withdrawn by the individual at any time and they should not be directed to or forced to take the tests. Staff attending school who do not consent to the test can still attend school as normal if they do not have symptoms of Covid - 19.	Use teams forms to confidentially collate who opts in	LB NP	27.01.21
	1.4	Set up a system of recording the distribution of test packs and the results of testing carried out.	Microsoft forms set up and link emailed to all staff who have opted in	LB NP	28.01.21
	1.5	One or more COVID-19 co-ordinators school be identified and they may need to be supported by a separate Registration Assistant. The roles each person will carry out should be identified and should include :	LB Covid coordinator NP Registration Assistant	LB NP	25.01.21
		a) who is communicating with staff and addressing any personal issues / concerns with regards to testing they may have.		LB	25.01.21
		b) who is distributing the correct number of kits to staff, ensuring staff have the right instructions and are signing for the test kits.		LB NP	25.01.21
		c) who is the point of contact for staff if they have incidents whilst testing at home and who is reporting any incidents and overseeing the process. The incident form in the "How to Guide - Primary Schools EY LFD Testing" document could be used.		Team Leaders , LB NP	ongoing
		d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.		NP collating results SLT EP KH and LB reporting positive results via PCIF 01 form	ongoing
		e) who is managing the storage, stock control and re-ordering of test kits.		LB NP	ongoing
	1.6	It is recommended staff undertaking testing are made aware of who has responsibility for each of these roles so they can report results and raise any issues / questions with the appropriate person.		LB	26.01.21
	1.7	Set up a collection point in school for the distribution of the test packs - this should be a big enough space to allow social distancing for the numbers permitted to enter the space at any one time and be able to be secured to prevent unauthorised access e.g. the staff room. The temperature of the area should be between 2°C and 30°C . For schools with a screened reception desk with a secure office space this may be a suitable option so kits can be handed out via the screen.	Teal room set up as collection point. Locked cupboard to store tests, LB and NP wearing PPE to give out tests on specific dates, staff to wear face covering, socially distance and bring own pen	LB NP	29.01.21
	1.8	The lot numbers of the testing kits provided should be recorded on arrival.		LB	25.01.21

PT 2. Storage and management of Testing Materials / Supplies for the Testing area.	2.1	Testing kits should be stored between 2°C and 30°C.		LB NP	ongoing
	2.2	Storage areas should be lockable and access restricted to authorised personnel only.		LB NP	ongoing
	2.3	Checks of supplies should be regularly undertaken to ensure there are adequate supplies of all relevant materials for the testing to be undertaken and stocks re-ordered as required.		LB NP	ongoing 2 weekly
PT 3. Issuing tests	3.1	The tests should only be offered to staff who attend the school setting and not those working from home. Staff are expected to sign for the receipt of their test kits.		LB	26.01.21
	3.2	If you have regular contracted staff, therapists, volunteers on site e.g. cleaners and caterers, peripatetic teachers etc.. you could include them in your testing offer if the amount of kits you have been provided with allows for this. This would need to be done in consultation with the contractors / managers and test results would need to be shared between both parties. Those persons would be expected to follow the same procedures as your own staff.	Teaching students currently in school will have the same training as the school staff and will follow the same procedures as staff if they choose to opt in	LB	26.01.21
	3.3	All staff consenting to testing should test twice a week as the tests work best when there is a high viral load. This will apply to part time and full time staff.		LB	ongoing
	3.4	It is recommended staff are given time slots for the collection of their test kits to avoid staff congregating in the area. You may wish to allocate a member of staff to deliver the testing kits to staff in where they are based. Staff distributing / collecting test kits must wear face masks / face coverings, maintain a 2m distance and hand sanitise before / after handling kits.		LB	29.01.21 and ongoing according to frequency of deliveries
	3.5	When issuing test kits the issuer must complete the test kit log - see record keeping below.		LB	as per distribution dates
	3.6	Test kits should be issued with the most up to date Instructions for Use leaflet (at this current time test kits may not have the most up to instructions included) . It is recommended staff are also sent a copy of this electronically and it is placed on the schools internal system (if there is one) so staff can still access the instructions if they loose the leaflet.	a copy will also be on display in both staffrooms	LB	as per distribution dates
PT 4. Conducting the Tests	4.1	Tests should be taken twice a week at intervals of 3 or 4 days apart e.g. Sunday and Wednesday or Thursday. Consider identifying set days for staff to undertake their tests. It is recommended one of the days is the first day they are in school each week / the day before. This may mean the same set day for all staff or different set days depending on the working patterns of staff.	Clearly explained in training testing days are Sunday and Wednesday evening by 6.30pm	All staff	26.01.21
	4.2	Consider the time consenting staff will take the test. This may be : a) in the morning to minimise the chance of being exposed to Covid after taking the test or (b) late afternoon / evening to enable time for the school to take action re close contacts / manage absences in the event of a positive LFT and for staff to have the time to re-take a test if they get void results.		LB	26.01.21
	4.3	Staff that have had a positive PCR test in the last 90 days are exempt from taking a LFD test in the 90 day period after the PCR test. Full guidance for how this could be applied retrospectively can be found in Bulletin 06 2021. Staff that have had the Covid-19 vaccine can still take part in the LFT programme.	Updated 12/02/21	LB	12.02.21
	4.4	The LFD test kits should be stored between 2°C and 30°C. However the devices and reagents must be used between 15 °C and 30 °C during use so if they are stored somewhere colder than 15 °C they should be moved to a room temperature area for around 30 minutes before use.		All staff	25.01.21
	4.5	Staff should : a) wait at least 30 minutes after eating or drinking anything before starting the test.		All staff	ongoing
		b) Not start their test if they have had a nosebleed in the last 24 hours - if this is the case they should inform the school and take a test when the 24 hours has elapsed if possible bearing in mind the need to take the 2 tests 3 / 4 days apart. If only one nostril has bled they can swab the other one.		All staff	ongoing
		c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.		All staff	ongoing
		d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy.		All staff	ongoing
		e) Wash their hands or hand sanitise before taking the test.		All staff	ongoing
		f) Use a clean, flat surface and, if doing more than one test, make sure they sanitise their hands each time.		All staff	ongoing
	g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.		All staff	ongoing	

	4.6	If a test result is Inconclusive / Void the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. If both tests are void the member of staff should arrange to have a PCR test.		All staff	ongoing
	4.7	The testing solution is not toxic in the quantities provided and any spillages should be cleaned with a paper towel. If the solution included the throat and nose sample, the area should be appropriately disinfected using household disinfectant.	Updated 05/02/21	All staff	ongoing
	4.8	As soon as possible after a positive or negative result staff should upload their results to the NHS online at www.gov.uk/report-covid19-result or by contacting 119. They must also inform the school via the identified route / at the identified time.		All staff	ongoing
	4.9	Staff should report any issues with testing to the school e.g. unable to take the test, missing / broken / damaged items, unable to log results with NHS, void results. The school can monitor and / or then raise this with DfE helpline or 119 as identified in the How to Guide page 17.		LB NP	ongoing
PT 5. Test results and actions to take	5.1	Positive result - individual and their household should start self isolation straight away and the individual should get a PCR test to confirm the result.		All staff	ongoing
	5.2	Only a very small proportion of people who do not have coronavirus will receive a positive result (false positive) from a LFT. For this reason household contact isolation and the tracing and isolation of close contacts of the positive case should take place at the point of a positive LFT and should not wait for the PCR test result.		All staff	ongoing
	5.3	If the PCR test is taken within 2 days of the LFD test and is negative the individual, household and close contacts can end isolation unless they have symptoms of Covid 19.	Updated 01/04/21	All staff	ongoing
	5.4	Negative result - individual and household can continue as normal unless they have symptoms of Covid-19.		All staff	ongoing
	5.5	Inconclusive / Void result the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. Relevant action will then be taken when a positive / negative result is obtained. If both tests are void the member of staff should arrange to have a PCR test.		All staff	ongoing
PT 6. Record keeping / Reporting.	6.1	Schools must keep records of : a) the consent forms and any withdrawal of consent, b) the test kits distributed (a test kit log) including staff signatures on collection and c) their own records of the results of tests.		LB NP	from 26.01.21 and ongoing
	6.2	Records must be kept in accordance with GDPR requirements.		LB NP	ongoing
	6.3	The test kit log and the test results register / log must be separate documents. There are samples of each in the templates section of the Primary School Portal. Schools can amend and tailor these to their own needs provided they still contain the data identified in the samples.		LB NP	from 26.01.21 and ongoing
	6.4	The data in the LFD test kit log should not be kept in the log for longer than 12 months from the date on which it is collected. Please note that the Department of Health and Social Care may request data from the test kit log at any time within the 12 month period. The test results register should be kept for a month after the last entry.	Updated 23/04/21	LB KN	from 26.01.21 and ongoing
	6.5	All positive results (even where a confirmatory PCR test is negative) should be reported as usual via the PCIF 01 Form to DCS Alert (DCS.alert@leeds.gov.uk).		EP KH	as per date of result reported
PT 7. Waste Disposal	7.1	Tests can be disposed of in the waste bags provided in the test kit and then put in with the general household waste.		All staff	N/A