



## Managing Covid 19 in Schools from September 2020 opening - Risk Assessment - Version 3.9

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
1. Building Management / readiness	1.1	<b>If your site has been closed over the summer break inspect the site for :</b>		
	1.1.1	Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure		
	1.1.2	Damage to the building and fixtures and fittings		
	1.1.3	Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...		
	1.1.4	Rodent activity and/or infestations - commissioning of pest control may be required		
	1.2	<b>Operational checks (to ensure good working order) to be carried out on :</b>		
	1.2.1	Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.		
	1.2.2	Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.		
	1.2.3	Emergency lighting		
	1.2.4	Gas supplies including science laboratories and kitchens		
	1.2.5	Kitchen equipment		
	1.2.6	Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms		
	1.2.7	Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy		
	1.2.8	Water systems to look for leaks and ensure there is provision of hot water		
	1.2.9	Windows, doors and gates including electronic gates and doors		
	1.2.10	Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.		
	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).		
	1.3	<b>Ensure Statutory Inspections are up to date for :</b>		
	1.3.1	<b>Lifts and Lifting Equipment</b> (if the scheduled inspections have not taken place in the last six months);		
	1.3.2	<b>Pressure systems</b> (if the scheduled inspections have not taken place in the last 12 months);		
	1.3.3	<b>LEV</b> (if the scheduled inspections have not taken place in the last 14 months);		
	1.3.4	<b>Gas Appliances</b> (if the scheduled inspections have not taken place in the last 12 months);		
	1.3.5	<b>Fixed wiring</b> (if the scheduled tests required by the regulations have not taken place in the last 5 years);		
	1.3.6	<b>PAT</b> (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)		
	1.3.7	<b>Asbestos Management Plan</b> (if the plan has not be re-assessed in the last 12 months);		
	1.3.8	<b>Sports Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);		
	1.3.9	<b>Fixed Outdoor Play Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);		
	1.3.10	<b>Tree surveys</b> (if the scheduled inspections have not taken place in the last 12 months);		
	1.3.11	<b>Fire Safety</b> : contractor testing of the fire alarm (if this has not taken place in the last 6 months), fire extinguisher maintenance (if this has not taken place in the last 12 months), emergency lighting (if this has not taken place in the last 12 months), sprinkler systems (school weekly test & contractor 12 monthly tests), smoke exhaust and smoke curtains (contractor testing if it has not taken place in the last 12 months or in line with manufacturer's guidance on testing).		

	<b>1.4</b>	<b>Cleaning of the premises</b>			
	<b>1.4.1</b>	Thorough cleaning is not required if no-one has been into the premises during the summer break. However, if someone goes into the premises within 3 days before the date of reopening, any areas accessed by that person must have a thorough clean of touch surfaces.			
	<b>1.4.2</b>	If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.			
	<b>1.5</b>	<b>Supplies</b>			
	<b>1.5.1</b>	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.			
	<b>1.5.2</b>	Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.			
	<b>1.5.3</b>	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.			
<b>2. Assessing staff and pupil numbers to assist in plans for opening</b>	<b>2.1</b>	Consider phasing the re-opening of the school to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. It is important to consider that plans are from the beginning of the Autumn Term. Allowing time to review plans and carrying out regular review means that schools can judge how all pupils and staff can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing or having to revise provision and plans several times. This is particularly important as many pupils and staff have been out of school for several months and may be unfamiliar with new systems and plans. Ensure adequate time is allowed for pupils and staff who are new starters e.g reception, Year 7, Year 12 as they may take longer to become familiar with the setting and procedures.			
	<b>2.2</b>	Contact parents / carers of pupils and staff to ascertain if there are any changes to / new medical or SEND needs so that rotas, ratios, medical, SEN and first aid needs etc can be assessed. This will include assessing any staff or pupil needs / issues already identified on an individual staff or pupil risk assessment that may affect their ability to return or require further adjustments to be made.			
	<b>2.3</b>	Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child or young person. 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.			
	<b>2.4</b>	Consider that if there is a positive case in school that staff and pupil numbers may be affected.			
		<b>Ongoing</b>			
	<b>2.7</b>	Review ratios, rotas, medical and first aid needs on an ongoing basis.			
	<b>3. Updating pupil and staff details</b>	<b>3.1</b>	Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.		
<b>3.2</b>		Re-assess if IPRA's or PBSP's are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRA's / PBSP's may need to be altered to reflect the current situation.			

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.			
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.		
4.4	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35 below.		
	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.		
	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.		
		<b>Ongoing</b>		
	4.4	Review how pupils and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary.		
5.1	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.		
	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.		
	5.3	This may be by newsletters, letters, emails, signs etc...		
	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.		
6.1	<b>Clinically Extremely Vulnerable persons, Clinically Vulnerable persons, and staff at higher risk (BAME, staff over 60, persons living with CEV / CV people).</b>			

6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1.1	<p><b>Staff</b> - Government advice is that all staff can continue to attend school in all three local restriction tiers. Under local restriction tier 3: very high alert, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour. In the future, the government will only reintroduce formal restrictive shielding advice in some local areas in tier 3: very high alert where this has been advised by the Chief Medical Officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace. <b>Pupils</b> - More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. The advice for pupils who remain in the clinically extremely vulnerable group is that they should return to school from 2 December, at all local restriction tiers, unless they are one of the very small number of pupils or students 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.</p> <p>The government may reintroduce more restrictive formal shielding measures for the clinically extremely vulnerable, in the worst affected areas, based on advice from the Chief Medical Officer. This will only apply to some areas in tier 3: very high alert, and the government will write to families separately to inform them if clinically extremely vulnerable children are advised to shield and not attend school. <b>IPRAs and employee risk assessments</b> e.g WASPs must be reviewed for all Clinically Extremely Vulnerable staff and pupils before they return to ensure it is as safe as possible. OH can assist with medical advice for staff. <b>Pregnant staff</b> - More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists. Pregnant staff over 28 weeks gestation should work from home if social distancing cannot be adhered to or in roles where this is possible and all pregnant staff should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</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 September (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. OH can assist with medical advice for staff.			
	6.1.3	Government advice to all persons in tier 3 is to work from home where possible . Most school-based roles are not ideally suited to home working and schools may expect most staff to attend work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. 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. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing where possible. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. Schools should be as flexible as possible in how members of staff in these categories are deployed to enable them to work remotely where possible, in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE.	Amended		

	6.1.4	Staff and children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor. People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.	Amended		
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.			
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .			
	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.			
	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.			
	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.			
	8.4	Where the <b>initial</b> child, young person or staff member with symptoms tests <b>negative</b> , they can return to their setting and the fellow household members can end their self-isolation. Where a <b>contact</b> traced child, young person, or staff member tests negative following the development of symptoms they will need to continue self -isolating until 14 days after symptoms have started. Fellow household members can end their self-isolation.			
	8.5	Where a child, young person or staff member tests <b>positive</b> , or there is an <b>overall rise in sickness absence where coronavirus (COVID-19) is suspected</b> , 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 14 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.			

8. Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	8.6	If settings have 2 or more confirmed cases in connected groups within 14 days they may have an outbreak, and should contact the PHE helpline. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice. Inform DCS Alert using form PCIF 01.			
	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.			
	8.8	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.			
	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.			
	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.			
	8.11	Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).			
		<a href="#">Follow the guidance in Bulletin 12 - COVID 19 and CF50 if you have reasonable grounds to suspect a member of staff or pupil has contracted Coronavirus through attendance at school.</a>			
		<b>Follow the guidance in the local PHE guidance on Test and Trace, Government / NHS Flow chart and the simple flowchart for cases - these are all available on Leeds For Learning.</b>			
		<b>Useful information on self isolating</b>			
		<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a>			
	9.1	Travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.			
	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 larger numbers of pupils.			
	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.			

9.Controlling access into the school for staff, pupils and members of the public.	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.			
	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 to wear face coverings when on the school grounds where social distancing of 2m is difficult to achieve or not being adhered to.			
	9.6	Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.			
	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.			
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.			
	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.			
	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.			
	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 or face shields if screens cannot be provided.			
10.Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	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.			
	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.			
	10.3	If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.			
	10.4	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.			
	10.5	Tissues should be available in all group areas and should be single use only and binned after use.			
	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.			
	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.			
	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.			
	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.			
11.1	<b>General Cleaning</b>				

11.Cleaning	11.1.1	Cleaning should be carried out using standard cleaning chemicals/disinfectant and / or anti-viral wipes and sprays. Guidance is available in <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>			
	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.			
	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).			
	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.			
	11.1.5	Shared materials and surfaces should be cleaned and disinfected more frequently. Malleable materials (messy play) should only be shared if the materials can be handled by a small, consistent group of children of no more than 15 at a time, and that no one else outside this group can come into contact with it, the malleable material for messy play (for example sand/water/mud) can be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable. For example, see the managing risk in play provision implementation guide and children wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group and could be replaced by single user alternatives.			
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.			
	11.2	<b>Rooms used for Isolating persons displaying symptoms</b>			
	11.2.1	Rooms used for isolating pupils or staff who display symptoms of Coronavirus could be left for 72 hours if possible and then normal cleaning resumed or a deep clean of that room should be undertaken.			
	11.3	<b>Clothing</b>			
	11.3.1	There is no need for anything other than normal personal hygiene and washing of clothes following a day in school.			
	11.4	<b>Hygiene Suites / Intimate Care Facilities</b>			
	11.4.1	Hygiene suites and intimate care facilities should be cleaned between pupils including slings and hoists, control panels. See Section 17 for PPE guidance.			
	11.5	<b>Leeds City Council / FM cleaning providers</b>			
		Additional / alterations to cleaning may be available on request – for example LCC FM cleaning may be able to provide:-			



	11.5.1	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:- Enhanced cleans of areas, which may include other items not on contract or a more thorough clean of touch points. Cleaning of hard surface toys such as plastics, wood, sports equipment etc. Additional hours throughout the day i.e. midday cleans if school attendance is to be split between morning and afternoon.			
		<b>Government Guidance states that :</b> For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). This guidance explains the steps schools need to take to reduce the risks further. As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families.  For as long as coronavirus (COVID-19) remains in the community, judgments will need to be made at a school level about how to balance minimising risks from coronavirus (COVID-19), by maximising control measures, with providing a full educational experience for children and young people. Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum. We recognise that maintaining distance or forming bubbles could be particularly difficult in special settings, and it is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. The use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, dining halls, and toilets, and therapy rooms. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings. In this guidance for the autumn term, maintaining consistent groups remains important, but given the			
	<b>12.1</b>	<b>Corridors and Circulation Spaces</b>			
	<b>12.1.1</b>	Corridors could be marked out with social distancing indicators as a visual aid for staff and pupils if it is appropriate / useful.			
	<b>12.1.2</b>	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.			
	<b>12.2</b>	<b>Bubble sizes and Classrooms / Learning Areas</b>			
	<b>12.2.1</b>	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.			

<b>12. Bubbles / Social Distancing</b>	<b>12.2.2</b>	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.			
	<b>12.2.3</b>	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 where possible. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points. With younger children e.g KS1 and in some KS2 classes or children with SEN needs this may not be possible as it may limit the provision of high-quality education that promotes their development, or may limit children's ability to effectively see teaching resources / access support. In these cases it is acceptable not to arrange all desks in a forward facing manner as long as it is done to improve the quality of teaching and learning for the children.			
	<b>12.2.4</b>	Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.			
	<b>12.2.5</b>	For older year groups consider locating staff members at designated points where possible.			
	<b>12.2.6</b>	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.			
	<b>12.2.7</b>	Staff and pupils should stay in the same specified groups throughout their attendance time and each subsequent time wherever possible and sit at the same desks on consecutive days (if applicable and possible.) It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.			
	<b>12.2.8</b>	As far as possible, ensure that consistent staff are assigned to each 'bubble' and that movement between bubbles is limited. It is recognised that there will be a need in some settings for staff to move between bubbles e.g for subject specific teaching, targeted work etc.. Staff should ensure social distancing is observed as far as possible with pupils. In secondary settings this may mean a designated teaching space at the front of the class.			
	<b>12.2.9</b>	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.			
	<b>12.2.10</b>	All bubbles of pupils and the staff working with those bubbles should be kept separate in different areas with sinks available wherever possible. It is recognised that some staff e.g. staff in secondary settings and support staff, will need to move around different areas and bubbles in the school. Social distancing between bubbles and staff, including when moving around school, should be maintained as far as possible.			
	<b>12.2.11</b>	Where possible consider carrying out any necessary closer supervision side on rather than face on. Perspex screens or face shields could be used.			
	<b>12.2.12</b>	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.			

12.2.13	<b>PPA time</b> - staff moving between bubbles for PPA time should be limited as far as possible e.g not working across multiple different bubbles every day unless they can maintain social distancing. Consider grouping staff to a smaller number of PPA bubbles, having PPA when outside areas / activities could be used, use of HLTAs and TAs that are already part of that bubble where appropriate, and the use of PPE if close contact is required.			
12.4	<b>Outdoor Areas</b>			
12.4.1	Pupils should remain in their 'bubbles' when outside and socially distance where possible. Zoning outside areas for different bubbles may assist with this. Staff supervising should maintain social distancing as far as possible.			
12.5	<b>Breaks and Lunchtimes</b>			
12.5.1	Breaks and lunchtimes could be staggered to allow safer movement around the school, safer use of the play areas and dining halls and cleaning between 'bubbles'.			
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.			
12.6	<b>Toilets</b>			
12.6.1	Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow 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.			
12.6.2	Limit the number of children or young people who use the toilet facilities at one time.			
12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).			
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.			
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.			
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.			
12.7	<b>Assemblies / Collective Worship</b>			
12.7.1	Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' or with large 'bubbles' should be avoided. Assemblies could be virtual via video recordings or live streaming into classrooms.			

	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.			
	12.8	<b>Staff areas</b>			
	12.8.1	Staff rooms and offices should be re-arranged to have 2m gaps between seating and work stations and / or stagger breaks / lunchtime or use a rota for common resources and areas to limit staff numbers using the area at any one time. Staff should observe social distancing in these areas.			
	12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing.			
	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.			
	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).			
	12.9	<b>Communication</b>			
	12.9.1	It is recommended that staff share mobile phone numbers and communicate via these between groups where possible or that school phones or walkie talkies are used to minimise movement between groups. If staff need to communicate outside their groups they should observe social distancing.			
	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.			
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.			
	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.			
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.			
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.			
	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.			
	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.			
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.			
	15.1	<b>Ventilation</b>			

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.			
	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.			
	15.1.3	You can continue using most types of air conditioning system as normal. If you use a centralised ventilation system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply. Air conditioning systems that mix some of the extracted air with fresh air and return it to the rooms, individual room systems or portable units do not need adjusting. Ventilation to chemical stores should remain operational. Mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Heating systems that utilise warm air should follow the same principles. Guidance from HSE is available at <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a> .			
	15.1.4	To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: opening high level windows in preference to low level to reduce draughts, ncreasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused), providing flexibility to allow additional, suitable indoor clothing, rearranging furniture where possible to avoid direct drafts, Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.			
	15.1.5	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.			
	15.2	<b>Learning Outside</b>			
	15.2.1	Learning outside is encouraged wherever possible, following social distancing and hygiene guidelines. Suggestions and Learning Outside the Classroom guides and advice can be found on Evolve.			
	15.3	<b>Medical Needs</b>			
	15.3.1	Staff should be made aware of any medical conditions / needs of the CYP they are caring for e.g. allergies, asthma etc. and devices such as epi pins and inhalers should be available wherever the CYP is. Ensure staff are trained in their use.			
	15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.			
	15.4	<b>Water fountains</b>			
	15.4.1	Water fountains in shared pupil areas should be taken out of use.			

	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.			
16.Educational Visits	16.1	Government guidance is currently that over night domestic and international educational visits are ceased for the time being. In February 2021, the government will review the possibility of changing this advice for overnight residential education visits to resume from Easter 2021 on the proviso the scientific evidence supports any such change. Settings can carry out non-overnight domestic educational visits. To avoid prolonged travel and travelling out of a Tier 3 area it is recommended these only take place in areas local to the school. The close local area for some schools may include a tier 2 area.			
	16.2	This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits should complete the Day Visits risk assessment along with any venue specific assessments.			
	16.3	Settings are also allowed to now make use of outdoor spaces in the local area to support delivery of the curriculum. As part of the visit risk assessment, settings will need to consider what Covid 19 control measures need to be used, familiarise themselves with the Covid 19 measures at any sites they are visiting and ensure they are aware of wider advice on visiting indoor and outdoor venues.			
	16.4	From 8 August, face coverings will be required by law to be worn in a greater number of public indoor settings including: museums, galleries, cinemas, places of worship, and public libraries. Face coverings do not need to be used by children under the age of 11 or those who may find it difficult to manage them correctly. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings</a>			
17.PPE for staff and pupils	17.1	The government is not recommending universal use of face coverings in all schools. Under local restriction tiers: high alert or very high alert, schools teaching pupils in Year 7 and above should ensure staff, visitors and pupils wear face coverings in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas. In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11). If staff have to work in close contact with pupils e.g to supervise science experiments, D&T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves. It is strongly recommended staff and visitors in settings teaching Year 6 and under wear face coverings in communal areas where social distancing cannot be maintained.			
	17.2	FFP2 / 3 masks are not generally necessary in a school setting.			
	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.			
	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.			

	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.			
	17.6	Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.			
		<b>See Bulletin 07 - PPE and Bulletin 17 - PPE Ordering. PPE can still be purchased via the PPE Team and the range of items available has extended.</b>			
	17.7	Amalgamated into 17.1			
	17.8	Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them.			
	17.9	It is recommended that staff and pupils using face coverings have at least two available, in individual sealable plastic bags, to enable them to be changed throughout the day and be replaced if they become damp. Re-usable face coverings should be cleaned / washed regularly.			
18. Staff Wellbeing	18.1	Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. As staff may feel anxious about returning to school and the larger number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.			
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils. Where staff have been out of school for a considerable time this may take longer.			
	18.3	The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>			
	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.			
	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.			
	18.6	Identify Mental Health First Aiders.			
	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).			
			<b>Guidance on Staff Wellbeing is available on Leeds for Learning.</b>		
19. Contractors visiting site	19.1	Minimise visits to wherever possible to essential visits only e.g to carry out statutory testing, repair work or building works.			
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.			
	19.3	Contractors should adhere to social distancing guidelines.			
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.			
	19.5	If contractors need supervising this should be done following social distancing guidelines.			
	19.6	Contractors to follow Government guidelines on self isolating if they or their family members display any symptoms.			

	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.			
	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.			
	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.			
20.Lettings / Meetings / Visitors	20.1	There will be occasions when visits to the setting are necessary, but settings are encouraged 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 local tiers. 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.			
	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.			
	20.3	A separate toilet facility could be identified for the sole use of visitors whilst on site as close as possible to the area of work / their access point into the building and cleaned after their time on site has ceased and before being used by the school again. If this can't be established then inform visitors of the "If You Use It – Wipe It" principle. There is a legal requirement to provide hygiene facilities for drivers visiting the site e.g. Delivery drivers, minibus drivers.			
	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. .			
	20.5	Sports lettings must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Guidance and a list of NGB whose rules have been approved can be found at : <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a> .			
21.Pupil Wellbeing	21.1	<b>Guidance is available on Leeds for Learning for pupil wellbeing</b>			
22.Fire safety	22.1	Consider if the fire evacuation routes need to be altered to take into account the changed use of the site.			
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.			
	22.3	Consider if you need to re-allocate fire marshal roles.			
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc			
	22.5	Practice new procedures as soon as possible after opening.			
	22.6	Consider if staff and pupil PEEPs need to be amended.			



	22.7	If changes are made to the current Fire Evacuation Management Plan and staff re-trained this should be added to your Fire Risk Assessment as an interim measure and a sheet attached marked "Interim Amendments to procedures in relation to COVID-19". <b>LCC sample Fire Risk Assessment has a page in the appendices for interim changes to be noted rather than rewriting sections.</b>			
<b>23.Supervision at Lunchtimes</b>	23.1	Consider how to allocate staff at lunchtime to ensure supervisors stay with a consistent group of pupils and have adequate breaks.			
<b>24.Catering</b>	24.1	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..			
	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.			
	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.			
	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.			
	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.			
	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.			
<b>25.Staff Training</b>	25.1	School staff should be inducted / become familiar with new working practices before opening the school, this is especially important for staff members who are new or who may not have been in school during the past months. <b>See also 2.1.</b>			
<b>26. Drop off of Essential Items Forgotten by Pupils</b>	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.			
	27.1	Where pupils travel to school by My Bus or School Buses schools should work with West Yorkshire Combined Authority to ensure that drop / off and pick up procedures have been considered. WYCA staff will contact schools directly to discuss school-by-school arrangements. This is likely to include any new drop off / pick up points, how pupils requiring supervision are escorted to / from the buses, opening times / timetables, likely numbers / names of pupils expected to use the buses. Schools may contact <a href="mailto:debra.bagley@westyorks-ca.gov.uk">debra.bagley@westyorks-ca.gov.uk</a> with all enquiries in the first instance. These contact details should not be shared with families.			
	27.2	Consider how to keep access to My Bus / School Bus drop off / pick up areas clear of parent / carer vehicles e.g cones, signage etc..			
	27.3	Where possible keep pupils travelling by My Bus / School Bus in the same discrete group within their year group once they are in school. It is very unlikely that children could be transported in class group 'bubbles'. If it can be done it will be, but schools should not assume this can be made to happen. Schools will need to work closely with WYCA to maintain a clear understanding of which children should be travelling to & from school on a school bus in order to safeguard children effectively.			

<b>27. Transport to School by My Bus or School Buses (not public transport buses)</b>	<b>27.4</b>	For primary school pupils - where there is a need for parents to board a school bus to buckle their children in the expectation is that this will include any parents boarding a bus for this purpose to wear a face mask. Drivers are not permitted to buckle children in. This should be communicated to parents whose children use these buses.			
	<b>27.5</b>	Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. Latest advice from the Dept of Education is that children on dedicated school buses will not need to maintain social distancing however, social distancing should still be encouraged wherever possible within vehicles.			
	<b>27.6</b>	The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible, distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents ,</li> <li>• on secondary school services, all children will be required to wear a face covering unless exempted for medical or other reasons.</li> </ul>			
	<b>27.7</b>	Travel Assistance Cards to show to the driver are available for download at <a href="http://wymetro.com">wymetro.com</a> .			
	<b>27.8</b>	Transport to swimming pools and other centres organised by the Combined Authority will not be provided until after the October half term break so that resources can be used to provide additional school bus services. This arrangement may have to be extended further.			
	<b>27.9</b>	In accordance with advice from PHE, from the autumn term, we recommend that schools advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport.			
<b>28. School Sites Shared with other Users e.g PFI Staff, Children's Centres</b>	<b>28.1</b>	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.			
	<b>28.2</b>	Schools who operate a childrens centre on other premises (fund holder) should implement the schools Covid 19 risk assessment in that setting.			
<b>29. Marking / Handling School Work</b>	<b>29.1</b>	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).			
	<b>30.1</b>	Mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.			

<b>30. Agency staff and volunteers</b>	<b>30.2</b>	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.			
<b>31. Before and after school clubs</b>	<b>31.1</b>	Before and after school activities (including wraparound care) may operate. Schools should also read the local restriction tiers guidance to find out what tier their area is in and the additional restrictions that apply. Currently, supervised activities, training and education for children can continue to operate at all alert tiers both inside and outdoors.			
	<b>31.2</b>	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.			
	<b>31.3</b>	Make parents / carers aware that government guidance is that they limit the number of different wraparound providers they access, as far as possible, and assure themselves that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.			
	<b>31.4</b>	Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities.			
<b>32. Music and Performing Arts - for detailed guidance follow <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></b>	<b>32.1</b>	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, there is now some 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, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.Schools in local restriction tier 3 areas should not host performances with an audience. Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.			
	<b>32.2</b>	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.			
	<b>32.3</b>	Playing instruments and singing in groups 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. Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. Use microphones where possible or encourage singing quietly.			

	32.4	Schools that offer specialist, elite provision in music, dance and drama may also wish to contact <a href="mailto:educ.hs@leeds.gov.uk">educ.hs@leeds.gov.uk</a> for more specific advice.			
	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. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands). Instruments should be cleaned by the pupils playing them, wherever possible.			
33. PE / Sports including dance.	33.1	Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Pupils should be kept in consistent groups. Sports equipment that has been touched / handled should be cleaned between groups and pupils and staff should clean their hands before and after activities. Alternately you can rota use so it is not used for 72 hours between groups. Hand sanitiser would be useful to use regularly during sporting activities.			
	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. Schools must only provide team sports listed on the return to recreational team sport framework. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.framework. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a>			
	33.3	External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.			
	33.4	Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Such providers should provide settings with their own Covid 19 control measures and follow any school based controls.	Amended to reflect after school activities can take place again.		
	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.			
	33.6	Amalgamated into 33.3			
	33.7	PE - there is additional advice available in the following two documents found on L4L and Evolve for additional controls that may be needed for PE if these have not already been assessed. AfPE – Interpreting the government guidance in a PESSA context. <a href="https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-nesspa-context/">https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-nesspa-context/</a> YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary).			
34. Science and D&T	34.1	CLEAPSS have extensive guidance on lesson delivery with Covid 19 controls (which is being updated at present) <a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a>			

35. Shared Resources	35.1	<b>General</b> - Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.			
	35.2	<b>General</b> - Minimise, or remove altogether, soft toys, soft decorations e.g hanging displays in classrooms and other more difficult to keep clean equipment. Other equipment that is kept for the sole use of a discreet group of staff and pupils can be cleaned at the end of the day, but keep to a minimum. Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example. physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. The exception to this would be a piece of equipment such as a weighted blanket that is required for a specific sensory need. The risks generated by removing this support could potentially be greater than the risk of infection. Such equipment should remain solely for the use of one bubble and be washed at the end of every day.			
	35.3	<b>Staff Rooms</b> - Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).			
	35.4	<b>Play equipment</b> - Indoor and outdoor play equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. If it cannot easily be cleaned after each bubble use throughout the day or kept for one bubble at all times you could consider allocating specific equipment to a specific bubble on a daily rota basis. Strict hand hygiene is essential if equipment is shared and users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.			
	35.5	<b>Classroom resources</b> - For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Reduce the use of shared resources e.g stationary, books etc . and allocate individual resources to pupils wherever possible. It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.			
	35.6	<b>Early Years</b> - Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives. 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.			
	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.			
	36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.			

<b>36. Record Keeping</b>	<b>36.2</b>	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.			
	<b>36.3</b>	If your existing systems do not record times when pupils, staff and others are working together e.g small group intervention work, PPA cover, use a simple signing in / out system for the class / area or a simple activity / register record.			
	<b>36.4</b>	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.			
	<b>36.5</b>	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.			
<b>37. Use of school minibuses / transport e.g for visits, transfer between settings, emergencies</b>	<b>37.1</b>	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: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted in your setting,</li> <li>• use of hand sanitiser before boarding and after disembarking (putting sanitiser on whilst on board could cause spillages and slip hazards). Drivers and passenger assistants should use alcohol hand rub or sanitiser at intervals throughout the journey, and should always do so after performing tasks such as helping a child into the vehicle or handling a child's belongings.</li> <li>• additional cleaning of vehicles,</li> <li>• organised queuing and boarding,</li> <li>• distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents , avoiding the use of face to face seating on home to school transport wherever possible</li> <li>• the use of face coverings for staff and children over the age of 6 (unless exempted for medical or other reasons) where appropriate - for example if they are likely to come into close contact with people outside of their group. Children should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival, in line with their process for disposing of face coverings.</li> </ul>			
	<b>38.1</b>	Advice for settings on exams to take place in the autumn term can be found at : <a href="https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams">https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams</a> . 'Autumn exams' in these guidance documents refers to the additional GCSE, AS and A level and vocational and technical qualifications (VTQs) which are being held in autumn 2020 following the cancellation of summer exams and assessments. It includes the additional VTQs which will be held in the 2021 spring term.			
	<b>38.2</b>	Collect and keep contact information for candidates and invigilators so that you can use it to identify close contacts if needed. This is particularly important for any external visitors, including any non-school staff assisting with exams, and candidates not on roll at the setting.			

<b>38. AS, A level and GCSE exams</b>	<b>38.3</b>	Ensure every exam has a seating plan, so the names of the invigilators can be cross referenced to the contact details held for candidates and invigilators.			
	<b>38.4</b>	Make arrangements to ensure candidates that arrive before the scheduled start time of exams are kept separate from other students arriving at the school or college. This is likely to include a location where candidates will wait before the exam that can support social distancing between group 'bubbles' as well as between on-roll and off-roll candidates.			
	<b>38.5</b>	Make sure that any candidates who arrive late for the exam follow social distancing measures.			
	<b>38.6</b>	Make sure that there is a plan to manage candidates leaving the exam room and site, particularly as exams may finish at different times. As part of this take into account any candidates who need extra time in exams.			
	<b>38.7</b>	Frequently touched surfaces in exam rooms (for example, door handles, individual desks) should be cleaned after every exam with the usual cleaning products, including the backs of chairs where candidates may pull chairs out to sit.			
	<b>38.9</b>	Desks should not be set up face to face. For GCSE, AS and A level exams, the minimum distance in all directions from centre to centre of candidates' chairs must be 1.25 metres, following JCQ's Instructions for Conducting Examinations. This distance is the minimum that must be maintained for students within a group bubble. For VTQ exams, you should follow the guidance specified by the relevant awarding organisation.			
	<b>38.9</b>	All other candidates, whether in different group bubbles, private candidates or those returning to school or college to take exams, should be seated 2 metres apart from each other. These candidates can be seated in the same room.			
	<b>38.10</b>	There is no overall limit on the number of candidates who can sit in a room, as long as desks are correctly spaced. The upper limit to the number of candidates who can take an exam in a room together depends on the desk spacing requirements.			
	<b>38.11</b>	Good ventilation is important and you should maximise this wherever possible, for example, opening windows and propping open doors where safe to do so (bearing in mind safeguarding in particular).			
	<b>38.12</b>	Invigilators may walk up and down aisles between desks, but there must also be points in the room where an invigilator can stand at least 2 metres from the nearest desks and see all the candidates in the room. Invigilators and other staff should stand alongside candidates when interacting with them, rather than face to face.			
	<b>38.13</b>	Candidates and invigilators do not need to wear face coverings during exams, but they may wear them if they wish to. Candidates and invigilators should wear face coverings in communal areas if the exam centre is in an area of local intervention, or if you have chosen to use face coverings in communal areas.			
	<b>38.14</b>	Invigilators can move between different schools and colleges. They should minimise contact and maintain as much distance as possible from other staff.			
	<b>38.15</b>	Invigilators do not need to wear gloves when collecting exam scripts from candidates but should wash their hands thoroughly and more frequently than usual and particularly after handling exam papers.			
	<b>38.16</b>	For encounters of over 15 minutes, for example, when scribes, readers or other individuals are supporting candidates, staff should maintain a 2 metre distance where possible, for example using a separate room from other candidates. If staff cannot maintain a 2 metre distance, they should avoid close face to face contact and minimise time spent within 1 metre of others. These arrangements may not be possible when working with some candidates who have complex needs, in which case these candidates' educational support should be provided as normal during exams. Perspex screen could also be used.			

	<b>38.17</b>	If candidates need to leave the exam room and need to be accompanied for more than 15 minutes, staff should maintain a 2 metre distance where possible. If this is not possible, staff should take mitigating measures, such as standing alongside the candidate and using a face covering.			
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