



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

<b>Assessment Title:</b>	<b>Managing Covid 19 in Schools from 8th March 2021</b>	<b>Ref No :</b>	<b>V5.01</b>
<b>School Name:</b>	Bramham and Shadwell Federation	<b>School Address:</b>	
<b>Date Assessment Undertaken:</b>	<b>Name of Assessor (print):</b>	<b>Assessor Signature:</b>	<b>Assessment Review Date:</b>
26/02/2021	Louise Humphreys	Louise Humphreys	At Next RA
<b>Name of Head Teacher / Centre Manager (print):</b>	<b>Head Teacher / Centre Manager Signature:</b>	<b>Name of Chair of Governors (print):</b>	<b>Chair of Governors Signature:</b>
Sarah Ricahards		Sue Morgan	

**Main Legislation and/or Information Source:**

Health & Safety at Work Act 1974.  
- Management of H & S at Work Regulations 1999.

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**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 control measures in the risk assessment section must be either complied with **or** altered to reflect the establishment's control measures.
3. Once criteria 1 - 2 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 8th March 2021 Risk Assessment Content List

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Section 1 - Pre - opening checks and assessments

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Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
1. Building Management	1.1	<b>Regular ongoing checks required.</b>		
	1.1.1	Damage to asbestos containing materials e.g. these may have been damaged by rodent activity during the closure	School is open for the majority of the school holiday. Closed for Superintendent's annual leave. Regular checks are made as part of normal routine and additional checks will be made during school holiday	SB/LH ongoing
	1.1.2	Damage to the building and fixtures and fittings		SB/LH ongoing
	1.1.3	Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc....		SB/LH ongoing
	1.1.4	Rodent activity and/or infestations - commissioning of pest control may be required		SB/LH ongoing
	1.2	<b>Operational checks (to ensure good working order) to be carried out on :</b>		SB/LH ongoing
	1.2.1	Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.		SB/LH ongoing
	1.2.2	Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.		SB/LH ongoing
	1.2.3	Emergency lighting		SB/LH ongoing
	1.2.4	Gas supplies including science laboratories and kitchens		SB/LH ongoing
	1.2.5	Kitchen equipment		SB/LH ongoing
	1.2.6	Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms		SB/LH ongoing
	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. <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a>		SB/LH ongoing
	1.2.8	Water systems to look for leaks and ensure there is provision of hot water		SB/LH ongoing
	1.2.9	Windows, doors and gates including electronic gates and doors		SB/LH ongoing
	1.2.10	Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.		SB/LH ongoing
	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).		SB/LH ongoing
	1.3	<b>Ensure Statutory Inspections are up to date for :</b>	Statutory inspections are up to date.	SB/LH ongoing
	1.3.1	<b>Lifts and Lifting Equipment</b> (if the scheduled inspections have not taken place in the last six months);		SB/LH ongoing
	1.3.2	<b>Pressure systems</b> (if the scheduled inspections have not taken place in the last 12 months);		SB/LH ongoing
1.3.3	<b>LEV</b> (if the scheduled inspections have not taken place in the last 14 months);		SB/LH ongoing	

1.3.4	<b>Gas Appliances</b> (if the scheduled inspections have not taken place in the last 12 months);		SB/LH	ongoing
1.3.5	<b>Fixed wiring</b> (if the scheduled tests required by the regulations have not taken place in the last 5 years);		SB/LH	ongoing
1.3.6	<b>PAT</b> (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)		SB/LH	ongoing
1.3.7	<b>Asbestos Management Plan</b> (if the plan has not be re-assessed in the last 12 months);		SB/LH	ongoing
1.3.8	<b>Sports Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);		SB/LH	ongoing
1.3.9	<b>Fixed Outdoor Play Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);		SB/LH	ongoing
1.3.10	<b>Tree surveys</b> (if the scheduled inspections have not taken place in the last 12 months);		SB/LH	ongoing
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).		SB/LH	ongoing
1.4	<b>Cleaning of the premises</b>		SB/LH	ongoing
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.	LCC cleaners will be in school on Friday 5th March to thoroughly clean the building before the restart on the 8th March 2021	LH/LCC cleaners	ongoing
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.	All the premises have been used but a thorough clean will take place on the 5th March. LCC cleaners have been in every school day.	LH/LCC cleaners	ongoing
1.5	<b>Supplies</b>		SB/LH	ongoing
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 numbers of students and staff on site and the increased amounts of cleaning required.	Additional supplies ordered.	Admin/LH	ongoing
1.5.2	Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.	Additional supplies ordered.	Admin/LH	ongoing
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.	Use sinks in classrooms in addition to the ones at the toilet facilities.	SB/LH	ongoing

<p><b>2. Assessing staff and pupil numbers to assist in plans for partial opening</b></p>	<p>2.1</p>	<p>All pupils can attend schools from the 8th March.</p> <p><b>Early Years settings</b> - 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.</p> <p><b>Secondary settings</b> (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. The full risk assessment for LFD testing in schools is in Sections 3 and 4 of this document.</p>		N/A	
	<p>2.2</p>	<p>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.</p>	<p>Reviewed as part of annual update survey sent to parents in September. Parents hold the responsibility to update any changes after this.</p>	<p>Admin/LH. SENDCO will check SEND.</p>	<p>05/03/2021</p>
	<p>2.3</p>	<p>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</p>	N/A	N/A	
	<p>2.4</p>	<p>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.</p>	N/A	N/A	

	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		SLT - ongoing and discussed as part of return strategy	24/02/2021
		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.	Staff to prepare a batch of home learning in anticipation of a positive case requiring a bubble to collapse. Contingency plan for staffing e.g. KS2 PPA staff	SLT - ongoing and discussed as part of return strategy	24/02/2021
	2.6	<b>Ongoing</b>		SLT	
	2.7	Review ratios, rotas, medical and first aid needs on an ongoing basis.		SLT	
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.	Done in Aunturn 1 with the Data collection form sent home. parents responsibility to inform of any changes after this.	Admin	ongoing
	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.		SLT - ongoing and discussed as part of return strategy. To be discussed with staff on 5/3/21	
	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.	SLT - ongoing and discussed as part of return strategy. To be discussed with staff on 5/3/21	SLT - ongoing and discussed as part of return strategy. To be discussed with staff on 5/3/21	05/03/2021
	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.	Done in Aunturn 1 with the Data collection form sent home. parents responsibility to inform of any changes after this.	Admin	ongoing
4.Assess activities / lessons which can take place	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35 on the following tab - Section 2.			
	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.	Communication to parents with a reminder of this.	SLT	26/02/2021
	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 and other shared areas not to be used in Autumn term. PE to take place outside. All other activities to take place in classrooms.	SLT	ongoing from September
	4.4	<b>Ongoing</b> 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.Information to pupils, staff, parents / carers, visitors and	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 who are critical workers that they should keep their children at home if they can. It may also be of value to inform those parents / carers if your learning provided is the same for both pupils in and out of school to help re-inforce the message to keep their children at home if they can.	weekly communication to parents from the HT. Ongoing from September 20	SLT	26/02/2021

<b>contractors.</b>	<b>5.2</b>	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	Guidance provisionally sent to parents with brief outline.	SLT communication to parents. Ongoing from September 20	26/02/2021
	<b>5.3</b>	This may be by newsletters, letters, emails, signs etc....			
	<b>5.4</b>				
		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.		SLT	ongoing



## Managing Covid 19 in Schools from 8th March 2021 opening - Risk Assessment - Version 5.01 - Section 2 Ongoing procedures and practices subject to regular review and change

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Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
<b>6.Clinically extremely vulnerable and vulnerable staff and pupils</b>	<b>6.1</b> <b>Clinically Extremely Vulnerable persons, Clinically Vulnerable persons, and staff at higher risk (BAME, staff over 60, persons living with CEV / CV people).</b>			
	<b>6.1.1</b> <b>Staff</b> - CEV staff should continue to shield, should not come into the workplace and should work from home. This includes those recently identified as CEV and advised to shield. If employees who are CEV wish to attend the workplace, regardless of the government advice to shield, because they believe that working from home may have a serious impact on their wellbeing, then they can make a request to their manager. This request would only be approved if it is supported by their GP/specialist and all mitigation measures to reduce the likelihood of contracting Covid are identified through an individual risk assessment e.g. WASP conducted by their manager, and there should also be input from an Occupational Health Adviser. The request to be in a workplace during the current lockdown can be withdrawn at any point by the employee or manager and there is absolutely no pressure for CEV people to be in the workplace at this time. 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. <b>Pupils</b> - pupils who are classed as CEV should not come into school and should be educated remotely at home. <b>IPRAs and employee risk assessments</b> e.g. WASPs and IPRAs must be reviewed for all CV and higher risk staff and pupils before they return to ensure it is as safe as possible. OH can assist with medical advice for staff. <b>Pregnant staff and pupils</b> - 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.	Assessed by SLT.	SLT from september 2020	ongoing
	<b>6.1.2</b> 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. OH can assist with medical advice for staff.	Assessed by SLT. WASPs completed as required.	SLT from september 2020	ongoing



	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. 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.	All stakeholders have been informed of procedures	SLT from september 2020	ongoing
	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.	Risk assessment for individual children to be discussed and agreed with parents.	SLT from september 2020	ongoing
<b>7. Persons who are already displaying Coronavirus symptoms</b>	7.1	All persons who are displaying symptoms must not come into school and should follow Government guidance on self isolating including test and trace.	Display notices in all doorways	SLT from september 2020	ongoing
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace.	Communicated by HT and Government guidelines.	SLT from september 2020	ongoing
	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.	Staff to notify SLT as in original guidance for all suspected cases.	SLT from september 2020	ongoing
	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.	As previous guidance Children to move to assigned room and await collection.	SLT from september 2020	ongoing
	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.		SLT from september 2020	ongoing

8. Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	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 10 days after symptoms have started. Fellow household members can end their self-isolation.		SLT from september 2020	ongoing
	8.5	Where a child, young person or staff member tests <b>positive</b> , or <b>there is an 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 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.		SLT from september 2020	ongoing
	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.	LH - notifies the DfE of any new cases in school. And the LA.	SLT from september 2020	ongoing
	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.		SLT from september 2020	ongoing
	8.8	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.		LCC cleaning	ongoing where necessary
	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.		LCC cleaning	ongoing where necessary
	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.		N/A	
	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).		N/A	
		<b>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.</b>		LH	ongoing
		<b>Follow the guidance in the simple flowchart for cases - these are all available on Leeds For Learning.</b>		LH	ongoing
		<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>			

<b>9. Controlling access into the school for staff, pupils and members of the public.</b>	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.	Staggered starts between 8.50 -9.05am and finishes between 3-3.25pm	SLT ongoing since September 2020	Ongoing
	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.	Use of separate entrances and exits as far as the site will allow.	SLT ongoing since September 2020	Ongoing
	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.	All entrance/exit rooms for all classes have been identified. in the initial survey before September 2020	SLT ongoing since September 2020	Ongoing
	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.		SLT ongoing since September 2020	Ongoing
	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.	Advised in HT letters each week.	SLT ongoing since September 2020	Ongoing
	9.6	Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.	Advised in HT letters each week.	SLT communications since September 2020	Ongoing
	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.	Advised in HT letters each week.	SLT communications since September 2020	Ongoing
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.	All entrance/exit rooms for all classes have been identified. in the initial survey before September 2020	SLT communications since September 2020	Ongoing
	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.		SB	Ongoing
	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.		N/A	
	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.	A glass screen is already in place. No parent s on site	LH	Ongoing
<b>10. Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)</b>	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.	Handsanitiser is available	LH/Admin	Ongoing
	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.	Staff, children and visitors to wash hands as they arrive and exit the building. Sanitiser to be available in each classroom for adult use (if preferred) and in reception foyer for visitors. Sinks are available in all classrooms. Running water to be used in preference to using a washing up bowl. Cold water has been found to be equally as effective as long as soap is used.	SLT	Ongoing
	10.3	If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.	All classrooms have hand washing facilities. Running water to be used instead of a washing up bowl.	LH/Teachers	Ongoing
	10.4	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.	Staff, children and visitors to wash hands as they exit the building and change work areas.	All staff	Ongoing

	10.5	Tissues should be available in all group areas and should be single use only and binned after use.	Tissues and Bins available	Admin	Ongoing
	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.		LH/LCC Cleaning	Ongoing
	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.	Hand soap available to staff and toilets nearby with handwashing facilities.	All staff	Ongoing
	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.	Only staff to administer.	SLT/EYFS staff	Ongoing
	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.		N/A	
11.Cleaning	11.1	<b>General Cleaning</b>			
	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>		LCC cleaning	ongoing
	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.	A cleaning caddy of cleaning and PPE products are provided to each classroom. The TA's are responsible for replenishment and the office for ordering more PPE/Wipes etc. TA's to let the office know when stocks are low.	Admin/TA's	ongoing
	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).	Notices in toilets for wiping down and TA's to wipe desks during breaks.	All staff	ongoing
	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.		All staff	ongoing
	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.	Shared resources should be shared within bubbles rather than between bubbles. Pots of dough to be used for individuals. Water to include detergent and be changed frequently.	SLT/All staff	ongoing
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.	LCC cleaning staff to adhere to current guidance	LCC cleaning	ongoing
		11.2	<b>Rooms used for Isolating persons displaying symptoms</b>		

	<b>11.2.1</b>	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.	LH to notify LCC cleaning if room has been used.	LH/LCC Cleaning	ongoing
	<b>11.3</b>	<b>Clothing</b>			
	<b>11.3.1</b>	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.		SLT/All staff	ongoing
	<b>11.4</b>	<b>Hygiene Suites / Intimate Care Facilities</b>			
	<b>11.4.1</b>	Hygiene suites and intimate care facilities should be cleaned between pupils including slings and hoists, control panels. See Section 17 for PPE guidance.		N/A	
	<b>11.5</b>	<b>Leeds City Council / FM cleaning providers</b>			
	<b>11.5.1</b>	Additional / alterations to cleaning may be available on request – for example LCC FM cleaning may be able to provide:- 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, 2. Cleaning of hard surface toys such as plastics, wood, sports equipment etc. 3. Additional hours throughout the day i.e. midday cleans.		LH/LCC Cleaning	ongoing
	<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</p>			planned by SLT July 2020	ongoing
	<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.	Floors marked with directional arrows.	SB	ongoing

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.	Toilets allocated and all breaks are staggered to alleviate crossover.	SLT	ongoing
12.2	<b>Bubble sizes and Classrooms / Learning Areas</b>			
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.	Children will be taught in class bubbles.	SLT	ongoing
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.	One classroom, teacher TA and class. Kept in one room as one bubble.	SLT	ongoing
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.	Done September 2020	SLT/LH/SB	ongoing
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.	Staff to consider rotating equipment leaving 72 hours between use, as an alternative to cleaning equipment between use.	All staff	ongoing
12.2.5	For older year groups consider locating staff members at designated points where possible.		N/A	
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, 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.	No mixing of staff between bubbles.	SLT	ongoing
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.	Consistent staffing within class bubbles. Consistent staffing for intervention groups and PPA where possible.	SLT	ongoing

12. Bubbles / Social Distancing	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.	Consistent staffing within class bubbles. Consistent staffing for intervention groups and PPA where possible.	SLT	ongoing
	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.	Consistent staffing within class bubbles. Consistent staffing for intervention groups and PPA where possible.	SLT	ongoing
	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.	Consistent staffing within class bubbles. Consistent staffing for intervention groups and PPA where possible.	SLT	ongoing
	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.	Staff advised sept 2020 and again March 2021	SLT/All staff	ongoing
	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.	Staff advised sept 2020 and again March 2021	SLT/All staff	ongoing
	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.	TA's to cover PPA	SLT/Teachers/TA	ongoing
	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.	Playtimes will be on a rota. The playground will be split in half. The year group bubbles will play in their own half of the playground.	SLT	ongoing
	12.5	<b>Breaks and Lunchtimes</b>			
	12.5.1	Breaks and lunchtimes could be staggered to allow safer movement around the school, safer use of the play areas and dining halls and cleaning between 'bubbles'.	Rotas in place for all breaks. The hall to be used at lunchtime with TA's cleaning tables inbetween sittings.	SLT	ongoing
	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.	Hall has been set out to allow bubbles to sit in the same places each day on a rota basis.	TA's - lunchtime staff	ongoing
	12.6	<b>Toilets</b>			
	12.6.1	As far as possible allocate different groups their own toilet blocks if the site allows for it. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. The use of hand sanitiser stations outside / inside toilets may assist with this as pupil volumes increase. Where possible use of toilets should be as close to their learning base or on a rota with social distancing observed if groups have share / mix e.g. staff toilets, shared toilets off corridors / between classrooms.	Toilets allocated to each year group.	SLT	ongoing
12.6.2	Limit the number of children or young people who use the toilet facilities at one time.	Teaching staff to monitor.	All staff	ongoing	



12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).	Signage will remind children to clean their hands thoroughly after using the toilet.	All staff	ongoing
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.	Toilets allocated to staff on the basis of distance from classrooms.	All staff	ongoing
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.	Signage will remind children to clean their hands thoroughly after using the toilet.	Admin - signs up - staff and pupils made aware.	ongoing
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.	Signage will remind children to clean their hands thoroughly after using the toilet.	Admin - signs up - staff and pupils made aware.	ongoing
<b>12.7 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 a large bubble e.g. year group, should be avoided. Assemblies could be virtual via video recordings or live streaming into classrooms.	Assemblies to take place in classrooms to include No singing assembly within class.	No live assemblies. On line	
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.		N/A	
<b>12.8 Staff areas</b>				
12.8.1	Staff rooms and offices should be re-arranged to have 2m gaps between seating and work stations and / or stagger breaks / lunchtime or use a rota for common resources and areas to limit staff numbers using the area at any one time. Staff should observe social distancing in these areas. It is recommended schools work out the square metred area available for staff seating and divide this by 4 to give a maximum occupancy rate. The actual number may need to be lower to take into account pinch points such as hot and cold food / drinks stations. Provide signage on the door / in the room to remind staff to socially distance, wear face coverings and maximum occupancy.	Staffroom is limited to 4 occupants at a time Bramham and 3 at Shadwell. PPA/staff lunch breaks can be taken in the classroom. Staff advised September 2020 and March 2021	SLT	ongoing
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.	Staff lunch breaks can be taken in the classroom if the staffroom is full	SLT	ongoing from September
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.	Signage up and wipes available.	Admin - signs up- all staff	ongoing from September
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).	Stopped in September 2020. Staff to bring their own drinks in.	SLT	ongoing from September
<b>12.9 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.	Shared September 2020. A reminder not to use phones for photography within the classroom.	All staff	ongoing from September
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.		All staff	ongoing from September



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.	See list of trained first aiders in staff room	SLT	ongoing from September
	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.	See list of trained first aiders in staff room	SLT	ongoing from September
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.	Entry to school - staff should use their fob to gain entry via the main entrance rather than touch the accessible access button	N/A	
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.	Sanitiser available.	N/A	
	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.		N/A	
	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.	Fobs to track staff on site and the temperature charts.	N/A	
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.		All staff	ongoing from September
	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.	Doors and windows to be propped open to allow for ventilation.	All Staff	ongoing from September
	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.	Doors and windows to be propped open to allow for ventilation.	All Staff	ongoing from September
	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> .	N/A	N/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, 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.	Staff advised if the room becomes too cool to only open the windows and doors during break times.	All Staff	ongoing from September

	15.1.5	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.	Heating on.	All Staff	ongoing from September
	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.		All Staff	ongoing from September
	15.3	<b>Medical Needs</b>			
	15.3.1	Staff should be made aware of any 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.		Admin	ongoing from September
	15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.		Admin	ongoing from September
	15.4	<b>Water fountains</b>			
	15.4.1	Water fountains in shared pupil areas should be taken out of use.		SB	ongoing from september
	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.		TA's	ongoing from September
<b>16.Educational Visits</b>	16.1	Off site educational visits are not allowed at this time. This advice will be kept under review.		N/A	
	16.2	When visits can recommence they should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits schools should complete the Day Visits risk assessment along with any venue specific assessments.		N/A	
	16.3	At this current time and with new lockdown restrictions, settings should only make use of outdoor spaces in the local area to fulfil any essential requirements stated in an individual's existing EHCP and if there is limited outdoor space available onsite. In such situations, pupils should be able to safely adhere to social distancing from staff and members of the public.		All staff	ongoing from September
	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>		N/A	

17.PPE for staff and pupils	17.1	<p><b>Secondary / SILC settings</b> - 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. <b>Primary / Nursery Settings</b> - 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&amp;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. <b>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</b></p>		All staff	ongoing since advised to do so
	17.2	FFP2 / 3 masks are not generally necessary in a school setting.	Not used		
	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.	N/A		
	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.	N/A		
	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.	N/A		
	17.6	Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.	N/A		
		<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.	Parents notified that face coverings must be worn when entering the reception area. Staff to wear masks if they enter another bubble (e.g. for first aid or to visit the office) Staff to wear face coverings in any communal area e.g. corridors, other bubbles, when entering staffroom	All staff - N/A for pupils	ongoing

	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.	Face masks available from the office. Not worn all day only in public areas.	All staff - N/A for pupils	advised 5/3/21
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.	Shared September 2020 and March 21	SLT	ongoing
	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.	Training day booked for 5/3/21	SLT	05/03/2021
	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.		SLT	reviewed ongoing
	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.		SLT	Done each week vis video call
	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. Where visits can happen outside of school hours, they should.		SB/Office staff	ongoing
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.		SB/Office staff	ongoing
	19.3	Contractors should adhere to social distancing guidelines and wear face masks or appropriate face coverings whilst on site.		SB/Office staff	ongoing
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.		SB/Office staff	ongoing
	19.5	If contractors need supervising this should be done following social distancing guidelines.		SB/Office staff	ongoing
	19.6	Contractors to follow Government guidelines on self isolating if they or their family members display any symptoms.		SB/Office staff	ongoing
	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.		SB/Office staff	ongoing
	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.		SB/Office staff	ongoing
	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.		SB/Office staff	ongoing

<b>20.Lettings / Meetings / Visitors</b>	<b>20.1</b>	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.		Admin	ongoing
	<b>20.2</b>	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.		Admin. N/A	ongoing
	<b>20.3</b>	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.	Use of toilet in entrance way.		
	<b>20.4</b>	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.		Admin	ongoing
	<b>20.5</b>	Sports lettings are currently restricted under the new lockdown requirements and can only take place if for elite sportspeople (and their coaches if necessary, or parents/guardians if they are under 18) - or those on an official elite sports pathway - to compete and train. They must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Guidance and a list of NGB whose rules have been approved can be found at : <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a> .	N/A		
	<b>20.6</b>	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. This would not typically permit parent-and-child groups focused on social or development activities, such as singalong groups or art classes.	N/A		

	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.	N/A		
<b>21.Pupil Wellbeing</b>	<b>21.1</b>	<b>Guidance is available on Leeds for Learning for pupil wellbeing</b>			
<b>22.Fire safety</b>	22.1	Consider if the fire evacuation routes need to be altered to take into account the changed use of the site.		SB	ongoing
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.	Practices take place on a regular basis	SB	ongoing
	22.3	Consider if you need to re-allocate fire marshal roles.	Done September 2020	SB	ongoing
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc.	Training has taken place	SB	ongoing
	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.		SB	ongoing
	22.6	Consider if staff and pupil PEEPs need to be amended.	N/A		
	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>	N/A		
<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.		SLT	ongoing
<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..	No changes for catering	LH	ongoing
	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 into account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.	Reviewed regularly	LH	ongoing
	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.	Meals served in the hall.	SLT	ongoing
	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.	Informed.	SLT	ongoing
	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.	Cleaned by lunchtime staff between users	Lunchtime staff	ongoing
	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.	LCC catering staff to adhere to current guidance	LCC catering/SLT	ongoing

<b>25. Staff Training</b>	<b>25.1</b>	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>	Staff meeting 5/3/21	SLT	05/03/2021
<b>26. Drop off of Essential Items Forgotten by Pupils</b>	<b>26.1</b>	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.	admin have a system of items being left outside the door in a box, staff must then wear gloves and mask to deliver to the classroom.	Admin	ongoing
<b>27. Transport to School by My Bus or School Buses (not public transport buses)</b>	<b>27.1</b>	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.	N/A		
	<b>27.2</b>	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..	N/A		
	<b>27.3</b>	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.	N/A		
	<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.	N/A		
	<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 those involved in the provision of home to school or college transport must do all that is reasonably practicable to maximise social distancing where possible and minimise the risk of transmission. What is practicable is likely to vary according to local circumstances. Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This means that where fewer children and young people are attending school or college, sufficient levels of capacity should be maintained to maximise social distancing. For example, through alternate seating or separation between year groups or schools.	N/A		

	27.6	The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible, distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents ,</li> <li>• on secondary school services, all children will be required to wear a face covering unless exempted for medical or other reasons.</li> </ul>	N/A		
	27.7	Travel Assistance Cards to show to the driver are available for download at <a href="http://wymetro.com">wymetro.com</a> .	N/A		
	27.8	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.	N/A		
	27.9	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.	N/A		
<b>28. School Sites Shared with other Users e.g. PFI Staff, Children's Centres</b>	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.	N/A		
	28.2	Schools who operate a children's centre on other premises (fund holder) should implement the schools Covid 19 risk assessment in that setting.	N/A		
<b>29. Marking / Handling School Work</b>	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).	Staff should wash hands before and after marking books. Marking to be kept to a minimum. Books to be left 48 hrs before being handled. 72 hrs if plastic.	SLT	ongoing
<b>30. Agency staff and volunteers</b>	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.	N/A		
	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.	N/A		



<b>31. Before and after school clubs</b>	<b>31.1</b>	From 8 March, schools can resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, or is part of a pupil's wider education and training. Vulnerable children can attend settings regardless of circumstance. Advise parents that where they are accessing this provision for their children, that they must only be using this, where the provision is being offered as part of the school's educational activities (including catch-up provision), the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution, or the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group.	N/A		
	<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. 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.	N/A		
	<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.	N/A		
	<b>31.4</b>	At this current time schools should not open up or hire out their premises for use by external organisations such as sports coaches and wrap around care unless they are for provision to a) vulnerable children and young people, b) other children where the provision is reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group, c) being used by electively home educating parents as part of their existing arrangements for their child to receive a suitable full-time education, d) being used as part of their efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments. From the 29th March, and in line with when schools close for the Easter holidays, out-of-school settings and wraparound providers will be able to offer outdoor provision to all children, without restrictions on the purpose for which they may attend. Indoor provision will be able to be offered to the same categories as above with the addition children on free school meals, where they are attending as part of the Department for Education's holiday activities and food programme.	N/A		

<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>	32.1	Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume. However, there is now evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting loudly, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Schools must not host performances with an audience. Government has also published advice on safer singing <a href="https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing">https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</a> .	N/A		
	32.2	Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies.	N/A		
	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.	N/A		
	32.4	Schools that offer specialist, elite provision in music, dance and drama should also consider the DCMS guidance on the performing arts. <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a>	N/A		

	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). 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. 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. If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.	N/A		
	32.6	Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.	N/A		
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.	All PE should take place outdoors. The hall is not to be used. No PE equipment is to be used for PE lessons. TB will be able to monitor and manage rotation and cleaning of equipment effectively. . Swimming may resume should swimming pools reopen. Further guidance will be issues once it is available. Swimming provision will be reviewed after Christmas 2020. Planned swimming lessons will not now take place until further notice.	TB	ongoing
	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. The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government <a href="https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events">https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</a> . Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.	All PE to take place outdoors and no contact sports to take place.	TB/SLT	ongoing
	33.3	External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.	N/A		

	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.	N/A		
	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.	N/A		
	33.6	Amalgamated into 33.3			
	33.7	PE - there is additional advice available in the following two documents found on L4L and Evolve for additional controls that may be needed for PE if these have not already been assessed. AfPE – Interpreting the government guidance in a PESSA context. <a href="https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/">https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/</a> YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary). Swimming - <a href="https://www.swimming.org/swimengland/pool-return-guidance-documents/">https://www.swimming.org/swimengland/pool-return-guidance-documents/</a>			
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>	N/A		
	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.	N/A		
	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.	Taken out in July and N/A	All staff	Ongoing
	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).	Stopped Sept 2020	SLT	ongoing from September

<b>35. Shared Resources</b>	<b>35.4</b>	<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.	Class rota from September onwards	SLT	rota from September onwards
	<b>35.5</b>	<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.	Pupils advised to bring their own items in.	SLT - pupils to bring their own	from September onwards
	<b>35.6</b>	<b>Early Years</b> - 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.	Shared resources should be shared within bubbles rather than between bubbles. Pots of dough to be used for individuals. Water to include detergent and be changed frequently.	EYFS - staff informed	from September onwards
	<b>35.7</b>	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.		KP and all staff	from September onwards
<b>36. Record Keeping</b>	<b>36.1</b>	Good record keeping is key to managing any potential positive cases and / or outbreaks.	Records kept in alignment of LA instructions	LH	from September onwards
	<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.	All records kept by SLT	SLT/Admin	from September onwards
	<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.	N/A		
	<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.	Kept by SLT	SLT/Admin	from September onwards

	<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.	SLT advised	SLT	ongoing
<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: 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.	N/A		
	<b>37.2</b>	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.			
<b>39. Asymptomatic Testing</b>	<b>39.1</b>	An asymptomatic lateral flow device testing programme has been put in place in the school.	Started twice a week from Jan 2021	LH	From Jan 2021
	<b>39.2</b>	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.	Started twice a week from Jan 2021	LH	From Jan 2021
	<b>39.3</b>	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.		N/A	
	<b>39.4</b>	Sections 3 or 4 of this risk assessment are being followed by the school and staff / pupils taking part.	Section 4		



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

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Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
Secondary and SILC schools - now changed to twice weekly home testing for staff 3 / 4 days apart (where possible) and 3 tests (3 -5 days apart) for pupils on return to school followed by twice weekly home testing. Detailed guidance is available on the DfE Schools Portal.				

**On Site Mass Testing**

	1.1	<b>Assessing and identifying the staff and area(s) to be used.</b> Identify which staff and pupils have given consent for tests to be carried out. Persons 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 or parent / carer at any time and they should not be directed to or forced to take the tests. Staff and pupils attending school who do not consent to the test can still attend school as normal if they do not have symptoms of Covid-19.			
	1.1.1	Identify the number of testing bays and testing personnel likely to be needed. Use the data obtained from step 1.1.1 in the workplace toolkit. This can then be used to identify the personnel and space required for a testing area.			
	1.1.2	Identify appropriate staff / volunteers to carry out the roles required. Consideration should be given to their suitability for the role e.g. underlying health conditions, vulnerable family members.			
	1.1.3	Staffing levels should be sufficient to allow breaks for staff and to reduce risk of errors due to fatigue.			
	1.1.4	Identify 1 / more than 1 suitable dedicated testing area(s) in the school. Testing areas require :			
	1.1.5	a. Adequate space to follow the layout requirements for the testing areas, bays each bay and associated support stations in the " How to Guide ". This includes allowing for safe movement between registration desks, testing bays, a one way system, entry and exit points and a socially distanced waiting area (if required). You may be able to use a space adjacent to and connected to the testing area for the registration desk.			
		b. Adequate ventilation (in line with Section 2 of this risk assessment) and lighting. Consider if additional task lighting is required for those processing the tests and at other stations in the testing area.			
		c. A non porous floor and readily cleansable surfaces. Temporary floor coverings could be used e.g. installing temporary hardcovers on carpets, to facilitate cleaning.			
		d. Privacy - it should not be possible for passers by / staff and pupils in other areas to see persons visiting the testing area whilst they are being tested.			
	1.2	<b>Setting up the Testing Area.</b>			
	1.2.1	Set up the testing area in accordance with the "How to Guide ". It is recommended bays are numbered and the bay number is written on the test kit and entered on the school records so that any issues with high numbers of inconclusive tests e.g. faulty batches, staff training issues can be identified and rectified.			
	1.2.2	It is recommended signage and floor marking is used to identify the entrance and exit, one way system and the outline of the bays (if screens are not used). It is also recommended the floor is marked in front of each testing bay where the person being tested can stand whilst waiting to be called forward / being given instructions.			
	1.2.3	Testing bays should be set up and provided with the facilities outlined in the How to Guide.			

ST 1. Setting Up the Testing Area.	1.2.4	Suitable seating should be available if persons taking the tests need to or wish to do the test in a seated position. Any seating provided must be readily cleansable and be cleaned before and after each use.			
	1.2.5	Consider if alternative tables / facilities are required for persons in wheelchairs.			
	1.2.6	Fixed or standing mirrors may be easier for some persons to use whilst taking the test. Consider the potential height of users in positioning fixed mirrors.			
	1.2.7	To provide a degree of privacy to persons undertaking the test consider the use of opaque or solid screens either side of the testing bay. Any screens used should be of adequate height / size to afford privacy and must be readily cleansable. Wipeable sheeting could be used to cover screens / dividers that you may already have in school that are not cleansable.			
	1.2.8	Closely located toilets and wash basins for the sole use of staff working in the testing area should be available. Staff using these should still follow social distancing, hand hygiene and the 'Use it Wipe It' principle.			
	1.2.9	Depending on the time of day / length of time the testing area is in operation, a separate break area for the sole use of staff working in the testing area may be needed so they do not need to go into the main school staff rooms whilst they are involved in testing. This should be cleaned regularly in line with the enhanced cleaning programme in school. The number of persons using these areas at any one time should be limited and follow the guidelines for staff rooms / communal staff areas in xxx of Section 2 of this RA.			
	1.2.10	In addition to or instead of timers in each bay, it may be useful to provide a large clock visible to the processing staff to assist in the timing of the test development. Processing staff should write the time of the test on the test vial or the LFT device.			
	1.2.11	It is recommended bins are provided in each bay and at each station in the testing area to ensure waste is easily and correctly disposed of. Bins should be unlidged or foot operated. See also Waste disposal below.			
	1.2.12	Consider pre-making up testing kits / processing kits and placing in individual containers. It may also help to mark up processing desks to keep tests separate whilst they are processing. For example: 			
	1.2.13	Consider the use of separate containers for the sheets for test results awaiting entry onto the DHSC log and school log and those that have already been entered. For example : 			
	1.3	<b>After mass on site testing of pupils has been completed</b>	New		



	1.3.1	A small on-site testing centre e.g. 1 to 3 bays, that complies with this Section and the 'How to Guide' should be retained so that testing can be offered to pupils (and staff if relevant) who are unable or unwilling to test themselves at home or who return to school after the majority of pupils e.g. pupils who are shielding and need to undergo the 3 tests before starting home testing.	New		
ST 2. Training / competency	2.1	All staff / volunteers involved in the testing process must complete the online training accessed via the schools portal for the roles they will be / are undertaking. In order to provide flexibility to the process of testing and opportunities for rotation it is recommended persons train for multiple roles e.g. registration, sample processing, data entry. Only staff who have passed the assessments should commence testing and schools/colleges are responsible for ensuring this is the case.			
	2.2	Carry out several dummy runs before starting the testing for real. This will enable testing staff to gain competency / confidence before the actual testing takes place.			
	2.3	Consider that pupils who have never swabbed before may take longer to undertake the swabbing process at first start compared to staff that are now familiar with it. This may impact on how many tests can be carried out each day and the rota for pupils attending to take their tests.	Amended		
	2.4	Staff competency at their roles should be assessed at regular intervals throughout the process e.g. weekly. The checklists on the school portal could be used to assist with this. Any areas for improvement should be addressed.			
ST 3. Storage and management of Testing Materials / Supplies for the Testing area.	3.1	Testing kits should be stored between 2°C and 30°C and the antigen LFD devices and reagents must be between 15°C and 30°C during use.			
	3.2	Storage areas should be lockable and access restricted to authorised personnel only.			
	3.3	Checks of supplies should be undertaken at the end of each session to ensure there are adequate supplies of all relevant materials for the testing area before testing commences for the next session e.g. at the end of each day for the following day.			
ST 4. Waste Disposal	4.1	Waste generated by the testing area can now all be disposed of as general waste your mainstream waste disposal routes. It no longer needs to go in yellow / clear or 'tiger' bags and be disposed of as healthcare waste.	Amended. Items 4.2 & 4.3 deleted as no longer relevant.		
ST 5. PPE	5.1	Staff working in the testing area must don and doff PPE in line with the guidance in the Schools and Colleges "How to Guide" available on the DfE Schools Portal.			
	5.2	Staff working in the testing area should wear and change PPE as identified below. A session is considered to end when a worker leaves the setting i.e. at break or end of shift. New PPE should be worn for each session. In addition PPE should be changed if protective properties are compromised or contaminated from secretions.			
	5.3	Staff processing / handling the tests should wear IIR masks and eye protection / face shields, disposable glove and aprons. Gloves must be changed after each test and the rest changed at the end of each session including after breaks.			
	5.4	Staff undertaking cleaning of the area should wear IIR masks and eye protection / face shields, disposable gloves and aprons. This should be changed at the end of each session including breaks and immediately after cleaning up spillages.			
	5.5	All other staff working in the testing area e.g. co-ordinating supplies and queuing, registering and recording should wear IIR masks at all times and use and replace these in line with Point 17. PPE in Section 2 of this RA and at the end of each session including breaks.			
	5.6	Persons taking the test should wear a face mask / face covering at all times except when they are physically carrying out the test on themselves / being assisted to carry out the test.			
	5.7	Staff directly assisting persons to undertake tests should wear IIR masks and eye protection / face shields, and disposable aprons and gloves These should be changed between each person being assisted.			
	5.8	All Testing centre staff must not leave the testing area without removing and disposing of their PPE appropriately or before donning any new PPE required in areas of the school outside of the testing area.			
		<b>Before the Test</b>			
	6.1	It is recommended schools pre-register pupils who have consented to the test on the DHSC portal before they attend the testing area.	Amended		

**ST 6. Conducting the on site tests**

6.2	To inform staff and pupils and to alleviate anxiety around the testing process it is recommended staff and pupils are provided with information about the process and the chance to raise any specific questions / concerns. Consider using the videos and materials on the schools portal, the videos / photographs from other schools on Leeds for Learning, producing your own video / photographs of the process / testing area. If pupils have higher anxiety it is possible to carry out 1 : 1 controlled walk through of the area. All staff and pupils / parents / carers should be provided with the privacy statement.			
6.3	Ascertain if staff or pupils need assistance with administering the test or taking part in the process e.g. pupils with SEN who may need emotional / reassurance support. Trained staff can assist individuals with the test if they are unable to conduct the test themselves. Assisted swabbing (such as performing the swab for someone who is unable to self-swab) does not need to be done by a clinician. There is training and guidance on how to perform assisted swabbing on the DFE schools portal. Any staff carrying this out should be appropriate i.e. known and trusted, for the person being assisted and be familiar with the process and the person they are assisting. <b>There may also be circumstances where staff may need assistance / practice on site initially before they are comfortable with home swabbing. This should be carried out in the testing area.</b>	Amended		
6.4	Inform staff and pupils to notify a named person in school if they have any particular concerns / issues relating to the taking of the test that they may require assistance with e.g. conducting the test when no -one else is if they have a strong gag reflex.			
6.5	Consent to be tested can be withdrawn at any stage including during the test. This includes verbal withdrawal. No staff or pupils should be forced or coerced in any way to undertake the tests.			
6.6	Where a school feels it may not be appropriate or safe to test a pupil who has parental / carer consent they should discuss this with the parent / carer (and pupil where possible).			
6.7	<b>All staff and pupils can now be part of the on site or home testing programmes. Staff are expected to move to twice weekly home testing by the 8th March.</b>	Amended		
6.8	Staff <b>and pupils</b> 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.	Amended		
6.9	It is recommended that <b>pupils</b> to be tested are given an appointment time / time slot to attend or (if the number of bays and waiting space allows) this may be a group time. <b>If pupil testing starts from March 8th a pupils first on-site test should be as soon as possible after they arrive at school and they will be allowed to resume face to face learning if they test negative after that first test.</b>	Amended		
6.10	All persons taking tests should be advised in advance not to attend if they have any symptoms of COVID 19, or live with someone who is showing symptoms of COVID 19 (including a fever and/or new persistent cough) or if they have returned within 14 days from a part of the world affected by the virus or have been in close contact with someone who is displaying symptoms.			
6.11	Where possible, testing should be carried out in the morning to limit the potential contact time that persons who test positive will have had with other staff / pupils and to allow the re-taking of inconclusive tests as soon as possible.			
	<b>During the Test</b>			
6.12	Access to the testing area should be controlled and social distancing between those taking the tests and testing area staff should be observed wherever possible.			
6.13	Persons being tested should wash their hand / sanitise immediately before / upon entering the testing area.			
6.14	Persons undertaking the test should be informed they must sanitise their hands before they remove their face coverings, before / after they carry out the test and before and after re-donning their face coverings. Removal / re-donning of face coverings should be carried out in the testing bay and not whilst they are waiting to enter the bay or after they have exited.			
6.15	Persons being tested should be asked to read the testing instructions and / or have them explained to them prior to taking the test. This should be done before they remove their face coverings.			

	6.16	It is recommended that the processing staff open the correct end of the swab package and peel it down a short distance before handing the swab package to the persons being tested. This will help avoid the wrong end of the swab being handled. Where possible a combined nose and throat swab should be taken. However, a person-centred approach should be used to assess which sample to take from each child or young person. A child or young person may find it difficult to take a throat swab due to their having difficulty in understanding instructions, needing to keep their mouth open during the period of swabbing or they are having a strong gag reflex. In such cases, where a combined nose and throat swab is not possible, a nose swab from both nostrils can be taken. Similarly, if for some reason a nasal swab is not feasible, a throat swab alone will suffice.			
	6.17	Once the test swabbing has been undertaken it is recommended the processing staff place the rack with the test vial in onto the table in front of the person carrying out the test for them to place the swab into swab end down. Holding onto the rack whilst they place the test swab into it may prevent accidental spillages and the need for the swab to be re-done.			
	6.18	If, at any point during the test, the swab end touches any surface apart from the vial it is being deposited into, or any part of the person being tested other than those required for swabbing, the swab should be discarded and a new one issued.			
	6.19	Once the processing staff have confirmed the swab is safely in the vial the person being tested can leave the testing bay / area and await their results.			
	6.20	Tests should be handled and processed in line with the guidance in the How to Guide.			
	6.21	Results should be actioned as below in 7.			
	7.1	<b>Positive result</b> - individual and their household should start self isolation following government guidance straight away as only a very small proportion of people who do not have coronavirus will receive a positive result (false positive) from a LFT. Where a pupil has tested positive for coronavirus (COVID-19), they need to be sent home. The parent or carer should be contacted to make arrangements for the pupil to journey home as soon as possible. They may walk or cycle if it is possible for them to do so and they are able to keep a safe distance from others. They must not travel on public transport. In exceptional circumstances, where it is not possible for the parent or carer to make arrangements for the pupil's journey home, home to school transport may be provided.			
	7.2	Schools should undertake close contact tracing and inform contacts they must start self isolation as per government guidelines immediately.			
	7.3	<b>Negative result</b> - individual and household can continue as normal.			
	7.4	<b>Invalid result</b> - the individual should re-take a LFT as soon as possible and relevant action should then be taken when a positive / negative result is obtained.			
	7.5	If the second test is invalid or void the person should take a PCR test and relevant action should be taken when a result is obtained. Persons do not need to isolate whilst awaiting the results if they are asymptomatic.			
ST 8. General	8.1	Social Distancing - staff working in the testing area should maintain a 2m distance from other staff and persons attending the testing area whenever practicable. It is appreciated that for some roles in the testing area and at certain points in the process this may not be possible all the time. Timetabling test times will help with this.			
	8.2	Regular reviews and quality assurance checks should be carried out of the testing area and procedures to ensure they are affective and the correct procedures are being followed.			
ST 9. Hygiene / cleaning	9.1	After taking the test the individual should wipe down the table, mirror and any areas touched with an anti-viral wipe. This should be overseen by the processing staff or staff assisting with test administering. If persons taking the test are not capable of doing this / there are doubts as to the thoroughness of the cleaning these areas should be cleaned / wiped by testing centre staff wearing the appropriate PPE as identified above.			
	9.2	Cleaning should be carried out regularly following schools cleaning procedures, especially frequent touch points as detailed in Section 2 of this risk assessment. Cleaning should be undertaken at the end of each session.			
	9.3	Spillages – any spillages should be cleaned up immediately and thoroughly by staff in appropriate PPE. Testing in the affected area should be paused until it is safe to continue.			
	9.4	Once the area has had the final thorough clean of the day it should be secured and access restricted to authorised persons only.			

<b>ST 10. Record keeping / Reporting.</b>	<b>10.1</b>	Schools must keep records of : a) the consent forms and any withdrawal of consent, b) their own records of the results of tests, c) when a child or young person has required assistance with swabbing and a parent or member of staff has assisted or performed the swabbing.			
	<b>10.2</b>	Records must be kept in accordance with GDPR requirements.			
	<b>10.3</b>	There is an example register on the School Portal. Schools can amend and tailor this to their own needs provided they still contain the data identified in the samples.			
	<b>10.4</b>	All positive results should also be reported as usual via the PCIF 01 Form to DCS Alert (DCS.alert@leeds.gov.uk).			
<b>Home Mass Testing</b>					
<b>ST11. Organising the home testing system</b>	<b>11.1</b>	Staff and pupils should be provided with the school amended letter for staff and pupils and privacy notice (on the schools portal), information leaflet, time to watch the how to test video and access to the relevant materials on the schools portal to enable them to make an informed decision regarding consent for weekly home testing. It is recommended this is done as a group in staff meetings / class time for those pupils in school to give a consistent message and it could be done via a virtual staff meeting with time during / after for staff / pupils to ask questions / raise any issues or concerns. For staff, 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.	New		
	<b>11.2</b>	Staff and pupils 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	New		
	<b>11.3</b>	Identify and record which staff and pupils 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.	New		
	<b>11.4</b>	Set up a system of recording the distribution of test packs and the results of testing carried out.	New		
	<b>11.5</b>	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 :	New		
		a) who is communicating with staff and pupils and addressing any personal issues / concerns with regards to testing they may have.	New		
		b) who is distributing the correct number of kits to staff and pupils, ensuring they have the right instructions and are signing for the test kits.	New		
		c) who is the point of contact for staff and pupils 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.	New		
		d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.	New		
		e) who is managing the storage, stock control and re-ordering of test kits.	New		
	<b>11.6</b>	It is recommended staff (and pupils if relevant) 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.	New		
<b>11.7</b>	Set up a collection point in school for the distribution of the test packs / decide how to distribute packs. Any space used should be big enough 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.	New			
<b>11.8</b>	The lot numbers of the testing kits provided should be recorded on arrival.	New			
<b>ST12. Storage and management of Testing Materials / Supplies for the</b>	<b>12.1</b>	Testing kits should be stored between 2°C and 30°C.	New		
	<b>12.2</b>	Storage areas should be lockable and access restricted to authorised personnel only.	New		

Testing materials / supplies for the Testing area.	12.3	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.	New		
ST 13. Issuing tests	13.1	The tests should only be offered to staff and pupils who attend the school setting and not those still working / learning from home from home. Staff and pupils are expected to sign for the receipt of their test kits.	New		
	13.2	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.	New		
	13.3	All staff and pupils 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.	New		
	13.4	It is recommended staff and pupils are given time slots for the collection of their test kits to avoid people congregating in the area. You may wish to allocate staff to deliver the testing kits to staff in areas where they are based and pupils directly during the registration process in classrooms. Staff distributing / collecting test kits must wear face masks / face coverings, maintain a 2m distance and hand sanitise before / after handling kits.	New		
	13.5	When issuing test kits the issuer must complete the test kit log - see record keeping below.	New		
	13.6	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 and pupils are also sent a copy of this electronically and it is placed on the schools internal system (if there is one) so staff and pupils can still access the instructions if they loose the leaflet.	New		
ST14. Conducting the Tests	14.1	When testing at home, pupils aged 18 and over should self-test and report the result, with assistance if needed. Pupils aged 12-17 should self-test and report with adult supervision. The adult may conduct the test if necessary. When testing at home children aged 11 (who attend a secondary school) should be tested/swabbed by an adult.	New		
	14.2	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 and pupils 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.	New		
	14.3	Consider the time consenting staff and pupils 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 result and for staff and pupils to have the time to re-take a test if they get void results.	New		
	14.4	Staff and pupils 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 LFD testing programme.	New		
	14.5	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.	New		
	14.6	Staff and pupils should : a) wait at least 30 minutes after eating or drinking anything before starting the test.	New		
		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.	New		
c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.		New			
	d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy or swab the throat if they cannot do nose swabs.	New			

		e) Wash their hands or hand sanitise before taking the test.	New		
		f) Use a clean, flat surface and, if doing more than one test, make sure they sanitise their hands each time.	New		
		g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.	New		
	14.7	<b>If a test result is inconclusive / Void</b> the individual should take another LFD test 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 or pupil should arrange to have a PCR test.	New		
	14.8	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.	New		
	14.9	As soon as possible after a positive or negative result staff and pupils should upload their results to the NHS online at <a href="http://www.gov.uk/report-covid19-result">www.gov.uk/report-covid19-result</a> or by contacting 119. They must also inform the school via the identified route / at the identified time.	New		
	14.10	Staff and pupils 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.	New		
ST 15. Test results and actions to take	15.1	<b>Positive result</b> - individual and their household should start self isolation straight away and the individual should get a PCR test to confirm the result.	New		
	15.2	Only a very small proportion of people who do not have coronavirus will receive a positive result (false positive) from a LFD test. 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 LFD test and should not wait for the PCR test result.	New		
	15.3	If the PCR test is negative the individual, household and close contacts can end isolation unless they have symptoms of Covid 19.	New		
	15.4	<b>Negative result</b> - individual and household can continue as normal unless they have symptoms of Covid-19.	New		
	15.5	<b>Inconclusive / Void result</b> the individual should take another LFD test 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 or pupil should arrange to have a PCR test. They do not need to isolate whilst awaiting the results if they are asymptomatic.	New		
ST 16. Record keeping / Reporting.	16.1	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 and pupil signatures on collection and c) their own records of the results of tests.	New		
	16.2	Records must be kept in accordance with GDPR requirements.	New		
	16.3	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 School Portal. Schools can amend and tailor these to their own needs provided they still contain the data identified in the samples.	New		
	16.4	The test kit log and test results register should be kept for a minimum of 8 years after the last entry.	New		
	16.5	All positive results (even where a confirmatory PCR test is negative) should be reported as usual via the PCIF 01 Form to DCS Alert ( <a href="mailto:DCS.alert@leeds.gov.uk">DCS.alert@leeds.gov.uk</a> ).	New		
ST 17. Waste Disposal	17.1	Tests can be disposed of in the waste bags provided in the test kit and then put in with the general household waste.	New		

**Section 4 - 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.**

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Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
<b>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.</b>				
<b>PT1. Organising the testing system.</b>	<b>1.1</b> 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 <b>not</b> done face to face to minimise the risk of transmission / potential contacts.	<b>Provided Jan 21</b>	<b>LH</b>	<b>Jan-21</b>
	<b>1.2</b> 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	<b>Obtained Jan 21 by signing for the tests</b>	<b>LH</b>	<b>Jan-21</b>
	<b>1.3</b> 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.	<b>Records kept from Jan 21</b>	<b>Admin</b>	<b>Jan-21</b>
	<b>1.4</b> Set up a system of recording the distribution of test packs and the results of testing carried out.	<b>Set up</b>	<b>LH</b>	<b>Jan-21</b>
	<b>1.5</b> 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 :	<b>Done</b>	<b>LH/HH</b>	<b>Jan-21</b>
	a) who is communicating with staff and addressing any personal issues / concerns with regards to testing they may have.		<b>SLT</b>	<b>Jan-21</b>
	b) who is distributing the correct number of kits to staff, ensuring staff have the right instructions and are signing for the test kits.		<b>LH</b>	<b>Jan-21</b>
	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.		<b>LH</b>	<b>Jan-21</b>
d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.		<b>LH</b>	<b>Jan-21</b>	
e) who is managing the storage, stock control and re-ordering of test kits.		<b>LH/HH</b>	<b>Jan-21</b>	
<b>1.6</b> 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.	<b>Done</b>	<b>LH</b>	<b>Jan-21</b>	

	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.	Done	LH	Jan-21
	1.8	The lot numbers of the testing kits provided should be recorded on arrival.	Done when given out	LH	Jan-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.	Noted	LH	Jan-21
	2.2	Storage areas should be lockable and access restricted to authorised personnel only.	N/A		
	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.	Checked by LH	LH	ongoing
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.	Tests given with leaflet	LH	ongoing
	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.	all given tests	LH	done
	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.		All staff	Jan-21
	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.			
	3.5	When issuing test kits the issuer must complete the test kit log - see record keeping below.	records kept.	LH	Jan-21
	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.	Tests given with leaflet	LH	Jan-21
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.	Staff advised	All staff	Ongoing weds/Sunday
	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.	Staff advised	All staff	evening
	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.	Staff advised	LH	
	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.	Staff advised	LH	
		Staff should : a) wait at least 30 minutes after eating or drinking anything before starting the test. 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.	Staff advised	All staff	
		Staff advised	All staff		



	4.5	c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.	Staff advised	All staff	
		d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy.	Staff advised	All staff	
		e) Wash their hands or hand sanitise before taking the test.	Staff advised	All staff	
		f) Use a clean, flat surface and, if doing more than one test, make sure they sanitise their hands each time.	Staff advised	All staff	
		g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.	Staff advised	All staff	From Jan 2021
	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.	Staff advised	All staff	From Jan 2021
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.	Staff advised	All staff	From Jan 2021	
4.8	As soon as possible after a positive or negative result staff should upload their results to the NHS online at <a href="http://www.gov.uk/report-covid19-result">www.gov.uk/report-covid19-result</a> or by contacting 119. They must also inform the school via the identified route / at the identified time.	Staff advised	All staff	From Jan 2021	
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.	Staff advised	All staff	From Jan 2021	
PT 5. Test results and actions to take	5.1	<b>Positive result</b> - individual and their household should start self isolation straight away and the individual should get a PCR test to confirm the result.	SLT to be informed as well as track and trace	All staff	from Jan 21
	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	from Jan 21
	5.3	If the PCR test is negative the individual, household and close contacts can end isolation unless they have symptoms of Covid 19.		All Staff	from Jan 21
	5.4	<b>Negative result</b> - individual and household can continue as normal unless they have symptoms of Covid-19.		All Staff	from Jan 21
	5.5	<b>Inconclusive / Void result</b> 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. They do not need to isolate whilst awaiting the results if they are asymptomatic.	Staff advised	All Staff	from Jan 21
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.	Records kept from Jan 21	Admin	from Jan 21
	6.2	Records must be kept in accordance with GDPR requirements.	Done	Admin/LH	from Jan 21
	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.	Separate as held and completed by separate admin.	Admin/LH	from Jan 21
	6.4	The test kit log and test results register should be kept for a minimum of 8 years after the last entry.	Noted	LH	
	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).	Done by LH	LH	
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.	Staff advised	All staff	