

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 / readiness | <b>1.1</b>  | <b>If your site has been closed over the christmas break inspect the site for :</b>  |                          |                |
|                                    | <b>1.1.1</b>  | Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure  |                          |                |
|                                    | <b>1.1.2</b>  | Damage to the building and fixtures and fittings   |                          |                |
|                                    | <b>1.1.3</b>  | Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...  |                          |                |
|                                    | <b>1.1.4</b>  | Rodent activity and/or infestations - commissioning of pest control may be required  |                          |                |
|                                    | <b>1.2</b>  | <b>Operational checks (to ensure good working order) to be carried out on :</b>  |                          |                |
|                                    | <b>1.2.1</b>  | Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.   |                          |                |
|                                    | <b>1.2.2</b>  | Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.  |                          |                |
|                                    | <b>1.2.3</b>  | Emergency lighting   |                          |                |
|                                    | <b>1.2.4</b>  | Gas supplies including science laboratories and kitchens   |                          |                |
|                                    | <b>1.2.5</b>  | Kitchen equipment  |                          |                |
|                                    | <b>1.2.6</b>  | Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms   |                          |                |
|                                    | <b>1.2.7</b>  | Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy. Where buildings are 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> |                          |                |
|                                    | <b>1.2.8</b>  | Water systems to look for leaks and ensure there is provision of hot water   |                          |                |
|                                    | <b>1.2.9</b>  | Windows, doors and gates including electronic gates and doors  |                          |                |
|                                    | <b>1.2.10</b>   | Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.   |                          |                |
|                                    | <b>1.2.11</b>   | Equipment used on site e.g floor cleaners, photocopiers, whiteboards (servicing should be in line with the manufacturer's/provider's requirements).  |                          |                |
|                                    | <b>1.3</b>  | <b>Ensure Statutory Inspections are up to date for :</b>   |                          |                |
|                                    | <b>1.3.1</b>  | <b>Lifts and Lifting Equipment</b> (if the scheduled inspections have not taken place in the last six months);   |                          |                |
|                                    | <b>1.3.2</b>  | <b>Pressure systems</b> (if the scheduled inspections have not taken place in the last 12 months);   |                          |                |
| <b>1.3.3</b>                       | <b>LEV</b> (if the scheduled inspections have not taken place in the last 14 months);                                       |  |                          |                |
| <b>1.3.4</b>                       | <b>Gas Appliances</b> (if the scheduled inspections have not taken place in the last 12 months);                            |  |                          |                |
| <b>1.3.5</b>                       | <b>Fixed wiring</b> (if the scheduled tests required by the regulations have not taken place in the last 5 years);          |  |                          |                |
| <b>1.3.6</b>                       | <b>PAT</b> (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines) |  |                          |                |

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|  | 1.3.7  | <b>Asbestos Management Plan</b> (if the plan has not be re-assessed in the last 12 months);   |  |  |  |
|  | 1.3.8  | <b>Sports Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);  |  |  |  |
|  | 1.3.9  | <b>Fixed Outdoor Play Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);  |  |  |  |
|  | 1.3.10 | <b>Tree surveys</b> (if the scheduled inspections have not taken place in the last 12 months);  |  |  |  |
|  | 1.3.11 | <b>Fire Safety</b> : contractor testing of the fire alarm (if this has not taken place in the last 6 months), fire extinguisher maintenance (if this has not taken place in the last 12 months), emergency lighting (if this has not taken place in the last 12 months), sprinkler systems (school weekly test & contractor 12 monthly tests), smoke exhaust and smoke curtains (contractor testing if it has not taken place in the last 12 months or in line with manufacturer's guidance on testing).  |  |  |  |
|  | 1.4    | <b>Cleaning of the premises</b>   |  |  |  |
|  | 1.4.1  | Thorough cleaning is not required if no-one has been into the premises during the christmas break. However, if someone goes into the premises within 3 days before the date of reopening, any areas accessed by that person must have a thorough clean of touch surfaces.   |  |  |  |
|  | 1.4.2  | If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.   |  |  |  |
|  | 1.5    | <b>Supplies</b>   |  |  |  |
|  | 1.5.1  | Ensuring you have adequate supplies of hand sanitiser, soap and hand towels / drying facilities in kitchens, toilets and at sinks to allow for the numbers of students and staff on site and the increased amounts of cleaning required.  |  |  |  |
|  | 1.5.2  | Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.   |  |  |  |
|  | 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.  |  |  |  |
|  | 2.1    | Consider phasing the re-opening of the school to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. Allowing time to review plans and carrying out regular review means that schools can judge how pupils and staff can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing or having to revise provision and plans several times. This is particularly important as many pupils and staff may have to adapt to revised systems. |  |  |  |
|  | 2.2    | Contact parents / carers of pupils and staff to ascertain if there are any changes to / new medical or SEND needs or to ascertain if they consider themselves a critical worker and their child will be so that rotas, ratios, medical, SEN and first aid needs etc can be assessed. This will include assessing any staff or pupil needs / issues already identified on an individual staff or pupil risk assessment that may affect their ability to return or require further adjustments to be made.  |  |  |  |

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|   | 2.3 | Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver the curriculum for the child or young person. It is recommended pupils attend only one setting to reduce potential transmission risks. Settings should work together with the pupil and parents / carers to ascertain which setting can best support the pupils needs. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact.  |  |  |  |
|   | 2.4 | Consider if it is possible to have all eligible pupils in school at all times dependant on sufficient space and staffing to maintain social distancing and adequately supervise pupils. This will include assessing whether pupils can safely be in school for full days, full weeks or consecutive days. Consider that if there is a positive case in school that staff and pupil numbers may be affected. Communicate with parents / carers that the school will require adequate notice if a pupil who has not been in school is to start attending school. This is to avoid additional pupils turning up without prior notice as this may affect staff ratios, occupancy rates, first aid and medical needs, catering, fire safety, My Bus transport etc..  |  |  |  |
| 2. Assessing staff and pupil numbers to assist in plans for partial opening | 2.5 | <p>It is recommended schools limit the number of pupils and staff on site at any one time as far as possible in keeping with the overarching principle of minimising contacts and working from home where reasonable to do so. The number of pupils that can safely be accommodated on site at any one time will depend on a number of factors and these should form the basis of your risk assessment on safe occupancy and operation of the school :</p> <ol style="list-style-type: none"> <li>1. The availability of staff to come into the workplace including taking into account that CEV staff and pregnant staff over 28 weeks gestation or with underlying health conditions should be working from home, and additional control measures that may be required for CV staff and staff at higher risk e.g. travelling at non peak times if on public transport, working with lower risks groups, working with smaller group sizes, wearing face shields in classrooms etc... ,</li> <li>2. The number of pupils who are eligible to attend (and whose parents wish them to attend) who have supervisory or support needs resulting in the need for dedicated staff as those staff are unlikely to be included in your calculations of available staff for supervising other pupils,</li> <li>3. The experience and skill sets of available staff, particularly those essential to meeting the emotional, behavioural and educational needs of pupils who may be eligible to attend,</li> <li>4. The availability of staff critical to maintaining certain safety functions e.g. SLT, administering medical procedures / medication, first aiders, site staff, cleaners ....,</li> <li>5. Availability of suitable, well ventilated and adequately sized spaces to keep bubbles of pupils and staff separate, maintaining 2m social distancing where possible, and that layouts of classrooms should be forward facing with dedicated desks where possible,</li> <li>6. The increased requirements and expectations of the remote learning offer and support for pupils at home compared to the previous lockdowns. This is likely to require dedicated staff delivering the learning and support who will not then be available to supervise and / or teach pupils attending school,</li> <li>7. The availability of staff to supervise pupils at break</li> </ol> |  |  |  |

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|   | 2.6 | Consider that staff will be supporting remote learning of pupils and that additional PPA time may be needed on staffing rotas to support this or support amended learning plans. The members of staff supporting the bubbles in school do not need to be that year groups usual teachers / TAs. Where staffing allows it may be more appropriate for specific year group teaching staff to work remotely to deliver the online learning that can then be delivered in class by alternative staff e.g a teacher from a different year group with TA support. It may be possible to do this on a 2 weekly rota ending with a weekend break if bubbles contain pupils from different year groups. |  |  |  |
|   |     | <b>Ongoing</b>   |  |  |  |
|   | 2.7 | Review ratios, rotas, medical and first aid needs on an ongoing basis.   |  |  |  |
| 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.   |  |  |  |
|   | 3.2 | Re-assess if IPRAs or PBSPs are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRAs / PBSPs may need to be altered to reflect the current situation.  |  |  |  |
|   | 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 pens and inhalers should be available wherever the pupil is. Ensure staff are trained in their use.   |  |  |  |
|   | 3.4 | Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.  |  |  |  |
| 4.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.  |  |  |  |
|   | 4.3 | Amend / stagger timetables for activities using halls or classrooms where activities cannot be done elsewhere e.g D&T, practical science, art, so that groups of pupils can move around safely.  |  |  |  |
|   |     | <b>Ongoing</b>   |  |  |  |
|   | 4.4 | Review how pupils and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary.   |  |  |  |
| 5.Information to pupils, staff, parents / carers, visitors and contractors. | 5.1 | Clear communication with parents / carers is essential from the school and the LA so they understand what schools can offer safely to their children. This should include informing parents / carers 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.   |  |  |  |
|   | 5.2 | All persons likely to come onto the school grounds must be informed they must not attend if they are displaying any symptoms of Coronavirus, or if they are self isolating following Government Guidance for households with family members displaying symptoms.   |  |  |  |
|   | 5.3 | This may be by newsletters, letters, emails, signs etc....   |  |  |  |

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|  | 5.4 | Update behaviour and staff policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, pupils and parents. The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk e.g. deliberately coughing or spitting on another person. Both staff and pupil policies may include the steps that could be taken if government guidance on social distancing and self isolating outside of the school is not being followed and this places other persons in the school at increased risk. |  |  |  |
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