



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

<b>Assessment Title:</b>	<b>Managing Covid 19 in School from January 2021 25/01/21</b>	<b>Ref No :</b>	<b>V4.05</b>
<b>School Name:</b>	St Bartholomew's C of E Primary School	<b>School Address:</b>	Strawberry Lane, Armley, Leeds, LS12 1SF
<b>Date Assessment Undertaken:</b>	<b>Name of Assessor (print):</b>	<b>Assessor Signature:</b>	<b>Assessment Review Date:</b>
9th Jan 21	Jane Wainwright		Feb-21
<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>
Jane Wainwright		Sheila Banks	

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

<p><b><u>Guidance:</u></b></p> <p><b>This is a sample risk assessment and will remain so unless the following criteria are satisfied:</b></p> <ol style="list-style-type: none"> <li>1. The boxes highlighted in grey above must be completed with the required details.</li> <li>2. The Ref number can be the EVOLVE visit number if this is for Educational Visits.</li> <li>3. The signature boxes may be typed if this is to be uploaded to EVOLVE.</li> <li>4. The control measures in the risk assessment section must be either complied with <b>or</b> altered to reflect the establishment's control measures.</li> <li>5. Once criteria 1 - 4 have been satisfied, you should remove 'SAMPLE' from the Title.</li> </ol>
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<p><b>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.</b></p>
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# Managing Covid 19 in Schools from January 2021

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### Section 3 - Mass and Serial Asymptomatic Testing - to be provided shortly

Section 1 - Pre - opening checks and assessments

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
1. Building Management / readiness	<b>1.1 If your site has been closed over the christmas break inspect the site for :</b>	Site not fully closed: staff on site		
	<b>1.1.1</b> Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure	Weekly checks undertaken		
	<b>1.1.2</b> Damage to the building and fixtures and fittings	Weekly checks undertaken		
	<b>1.1.3</b> Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...	Weekly checks undertaken		
	<b>1.1.4</b> Rodent activity and/or infestations - commissioning of pest control may be required	Weekly checks undertaken. Pest control contract in place.		
	<b>1.2 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.	Fire systems Checked annually	SM	
	<b>1.2.2</b> Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.	Annual service/weekly checks	SM/DT	
	<b>1.2.3</b> Emergency lighting	Checked regularly by DT	DT	
	<b>1.2.4</b> Gas supplies including science laboratories and kitchens	Checked annually	SM	
	<b>1.2.5</b> Kitchen equipment	Checked annually	SM	
	<b>1.2.6</b> Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms	Kitchen cooker hood fully serviced over summer break	SM	
	<b>1.2.7</b> Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy. <i>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></i>	Full Legionella audit over summer break/monthly water checks on site	SM	
	<b>1.2.8</b> Water systems to look for leaks and ensure there is provision of hot water	Weekly	DT	
	<b>1.2.9</b> Windows, doors and gates including electronic gates and doors	Daily checks/gate services annually	DT	
	<b>1.2.10</b> Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.		Subject leader	
	<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).	Up to date	SM	
	<b>1.3 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);	Up to Date	SM	
	<b>1.3.2</b> <b>Pressure systems</b> (if the scheduled inspections have not taken place in the last 12 months);	Up to Date	SM	
	<b>1.3.3</b> <b>LEV</b> (if the scheduled inspections have not taken place in the last 14 months);	Up to Date	SM	
	<b>1.3.4</b> <b>Gas Appliances</b> (if the scheduled inspections have not taken place in the last 12 months);	Up to Date	SM	
	<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);	Up to Date	SM	
	<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)	Up to Date	SM	
	<b>1.3.7</b> <b>Asbestos Management Plan</b> (if the plan has not be re-assessed in the last 12 months);	Up to Date	SM/JW	
<b>1.3.8</b> <b>Sports Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);	Up to Date	SM		
<b>1.3.9</b> <b>Fixed Outdoor Play Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);	Replaced Summer 2020	SM		
<b>1.3.10</b> <b>Tree surveys</b> (if the scheduled inspections have not taken place in the last 12 months);	Up to Date	SM		

	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).	Up to Date	SM	
	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.	Cleaned in week one. No one on site from 30th Nov to opening 4th	JW	
	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.		DT/JW	
	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.	all checked prior to closing, any thing needed ordered. Checked weekly by DT	DT/SM/JW	
	1.5.2	Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.	all checked prior to closing, any thing needed ordered. Checked weekly by DT	DT/SM/JW	
	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.	all classes have sanitiser, wall mounted at main entrance, SR/FSR/office	DT/SM/JW	
	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.	January plans as December, staff and children aware Following lockdown announcement had 5th for planning	SLT/JW	
	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.	CEV staff and pupils reviewed Jan 4th text sent re: CW and calls taken, continued to organise on 5th ready for 6th Jan System in place for any additions if parents contact school WASPs updated	SB/SM/JW/SLT	
	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.	No dual reg children at present - Jan 21	JW	
	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..	Parents aware of procedures - text,website,letters Systems in place for taking additional children Set 15 limit on group sizes to allow for adequate supervision/staffing and provision for remote learning	JW/SLT	

2. Assessing staff and pupil numbers to assist in plans for <b>partial</b> 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 and lunchtimes</li> </ol>	<p>15 limit per group every memembr of staff wioll have one day off a week to reduce numbers in school at any one time whilst maintaining adequate staffing for children in school and remote learning BC/ASC rotas reduced to limit staff on site before and after school All meetings/cpd virtual and reduced as much as possible</p>	JW/SLT/SMT	
	2.6	<p>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.</p>	<p>discussions with SMT/wider staff and agreed plan for teaching on site and remote learning. Using staff expertise/preferences to teach specific groups and developing a team of virtual teachers, thus a day off per week not a rota. Support staff will be used to support bubbles in school allowing teachers additional, flexible planning time as needed. Year groups managing to ensure their childrens needs can be met.</p>		
		<b>Ongoing</b>			
	2.7	Review ratios, rotas, medical and first aid needs on an ongoing basis.	Always have sufficient first aiders on site	SLT/JW	
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.	Medical needs register up to date. Contact details all children updated autumn. Critical workers contact details needed to register for a place Jan 21	Office	
	3.2	Re-assess if IPRA's or PBSP's are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRA's / PBSP's may need to be altered to reflect the current situation.	Reviewed as needed - DN/BW	DN/BW	
	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.	All staff have upto date list for class System in place for new details, identified member of office staff with role	SB/SM/JW/SLT	
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Sall up to date and system in place for any new information	SB	

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.	Amended		
	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.	Clear rules in place continued from autumn as shared with parents in newsletters and with children	JW	
	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 playground timetables in place	JW/SLT/SMT	
		<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.	Basic equipment kept in bubbles and older children have their own resources. PE/playtime equipment allocated to class where possible and cleaned in between if shared	SLT/JW	
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.	Texts, newsletters, calls, emails, website used to communicate as appropriate	JW/office	
	5.2	All persons likely to come onto the school grounds must be informed they must not attend if they are displaying any symptoms of Coronavirus, or if they are self isolating following Government Guidance for households with family members displaying symptoms.	Posters, signs verbal confirmation when arranging visit, before entering and must read information/safeguarding leaflet before	JW/office	
	5.3	This may be by newsletters, letters, emails, signs etc...	Posters, signs verbal confirmation when arranging visit, before entering and must read information/safeguarding leaflet before	JW/office	
	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.	Updated behaviour policy shared with parents, autumn and published on website. Expectations shared with children with regular reminders. Newsletters and staff updates remind of government guidance and expectations	DN/SLT	



## Covid 19 in Schools from January 2021 opening - Risk Assessment - Version 4.04 -

### Section 2 Ongoing procedures and practices subject to regular review and change

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
6. Clinically extremely vulnerable and vulnerable staff and pupils	<p><b>6.1</b> Clinically Extremely Vulnerable persons, Clinically Vulnerable persons, and staff at higher risk (BAME, staff over 60, persons living with CEV / CV people).</p> <p>Staff - CEV staff should now shield again and should not come into a workplace and should work from home. If employees who are CEV wish to attend the workplace, regardless of the government advice to shield, because they believe that working from home may have a serious impact on their wellbeing, then they can make a request to their manager. This request would only be approved if it is supported by their GP/specialist and all mitigation measures to reduce the likelihood of contracting Covid are identified through an individual risk assessment e.g WASP conducted by their manager and should have input from Occupational Health.</p> <p>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.</p> <p>All other staff should work from home where reasonably possible. If it is not reasonably possible for CV and staff at higher risk to work from home their employee risk assessment e.g WASPs must be reviewed to see if there are additional control measures that could be put in place e.g staggered start and finish times to avoid rush hour, working in lower risk roles / with lower risk year groups, additional PPE, working with smaller group sizes than full classes. Pupils - pupils who are classed as CEV should not come into school and should be educated remotely at home.</p> <p>IPRAs and employee risk assessments e.g WASPs and IPRAs must be reviewed for all CV and higher risk staff and pupils before they return to ensure it is as safe as possible. OH can assist with medical advice for staff. Pregnant staff and pupils - More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists. Pregnant staff and pupils over 28 weeks gestation and those with underlying health conditions which place them at higher risk should work from home if strict social distancing cannot be adhered to or in roles where this is possible and all pregnant staff and pupils should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p>	<p>CEV staff member shielding from 5th Jan</p> <p>Previously shielding member of staff been removed from list for shielding by doctor but has restricted duties as advised by GP - WASP updated</p> <p>CV staff WASPs updated where appropriate</p> <p>Pregnant member of staff to work from home as much as possible from 11th Jan</p> <p>PPE such as masks to be worn at times e.g at beginning/end of day when parents collecting children. Visors when covering classes. Aprons/gloves if providing intimate care</p> <p>All groups no more than 15, intervention/SEND support with smaller groups</p> <p>CEV child now shielding again from 5th Jan</p> <p>IPRA updated as required</p>	JW/SM	
	<p><b>6.1.1</b></p>			
	<p><b>6.1.2</b></p> <p>Some pupils or staff who are no longer required to shield, but are still generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in January (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. OH can assist with medical advice for staff.</p>	Amended	JW/SM	

	6.1.3	Government advice is that all persons should work from home unless it is unreasonable to do so. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. All staff should follow the measures set out in the system of controls in this risk assessment to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. CV and staff at higher risk should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing where possible. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children/adolescents. Schools should be as flexible as possible in how members of staff in these categories are deployed to enable them to work remotely where possible, in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE.	Agreed with those in roles where home working possible to do so as appropriate. Will be continually reviewed. All staff involved in direct contact with children can not work from home but all will have a day off site per week to reduce numbers of staff on site. Staff should maintain SD from each other and make use of the empty rooms, including CR due to less children in school. No groups should meet including at times not with children and at lunch. SD from children where possible should be maintained.	JW/SLT	
	6.1.4	Staff (and children who are eligible to attend school) who live with someone who is clinically extremely vulnerable or clinically vulnerable but who are not clinically extremely vulnerable or clinically vulnerable themselves, can still attend school if it is unreasonable for them to work from home or they have been advised otherwise by an individual letter from the NHS or a specialist doctor. People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. People who live with CEV or CV persons should have their COVID risk assessment reviewed to see if additional control measures such as staggered start and finish times to avoid rush hour, working in lower risk roles / with lower risk year groups, additional PPE, working with smaller group sizes than full classes, changing clothes / showering on return home could be put in place.	Amended	JW	
7. Persons who are already displaying Coronavirus symptoms	7.1	All persons who are displaying symptoms must not come into school and should follow Government guidance on self isolating including test and trace.	Staff updates/newsletters/posters/signing in leaflet	SLT/office	
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .	Staff updates/newsletters/posters/signing in leaflet	SLT/office	
	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.	Systems in place for children developing symptoms on site. Cover available for staff developing symptoms allowing them to leave school immediately. School has some tests which it gives out if required and ordered second batch Dec 20 - see log	SLT/office/CL/SM	
	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.	Back office - no opening window but 2 doors	SLT/office/CL/SM	
	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.	PPE available if needed	SLT/office/CL/SM	



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/office	
	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.	Guidance followed and PCIF used to record and register cases	JW/SLT	
	8.6	If settings have 2 or more confirmed cases in connected groups within 14 days they may have an outbreak, and should contact the PHE helpline. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice. Inform DCS Alert using form PCIF 01.		JW/SLT	
	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/office/CL/SM	
	8.8	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.	Hours increased of FT cleaner/hours changed of superintendant Cleaning staff on site all day/cleaning products in all rooms(buckets) for continuing disinfecting/wiping during day especially of frequently touched surfaces/handles/I-Pads etc	DT/TJ	
	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.	Year 6 WC if required	SLT/office/CL/SM	
	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.	Have spare CR if needed or main corridor	SLT	
	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).		SLT	
		<u>Follow the guidance in Bulletin 12 - COVID 19 and CF50 if you have reasonable grounds to suspect a member of staff or pupil has contracted Coronavirus through attendance at school.</u>			
		<b>Follow the guidance in the local PHE guidance on Test and Trace, Government / NHS Flow chart and the simple flowchart for cases - these are all available on Leeds For Learning.</b>	displayed in main office/HT office/Covid file		
		<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 start 30mins window to allow spread of entry and siblings to be brought without waiting for doors to open. Staggered end times to allow same.	JW	
	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.	Opening up of all gates	DT/SLT	
	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.	Opening up of all ground floor entrances including individual CR doors	JW	
	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.	Doors open where possible, Staff on CR doors and SLT on duty of general entrances. Year group procedures for shutting doors in an emergency if not on electric system	All staff	
	9.5	Parents and carers should be advised not to congregate in playgrounds / outside school and to observe social distancing. If possible areas outside drop off / pick up points could be marked with social distance markers to help. Heads have the discretion to ask parents / carers to wear face coverings when on the school grounds where social distancing of 2m is difficult to achieve or not being adhered to.	Posters/newsletters/SLT on duty at beginning and end of the day to encourage SD. Parents asked to wear face coverings in autumn term.	SLT	
	9.6	Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.	Newsletters/SLT on duty at beginning and end of the day	JW/SLT	
	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.	Only allowed in school with supervision for payments and by appointment. SD intervals identified if waiting.	JW/SLT	
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.	Not possible due to signing in system but very staggered leaving and start times and SD expectations	JW	
	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.	All through main entrance where sanitising expected and visitors information shared on arrival if necessary	SM/office	
	9.10	Building plans can be utilised to plan and mark on any entry or exit routes to provide a visual document for staff, pupils and parents / carers.			
	9.11	Ensure that staff working in the reception area / office are protected from face to face contact e.g via the use of screens. Staff in open reception areas may require face coverings (and face shields) if screens cannot be provided.	Screens installed	JW	
	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.	Sanitisers available at main entrance for entry and exit, classes all have own sanitisers which they use on entry. BC have bottles on each table and at registration table	JW/DT	
	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.	All blowers turned off and paper towels/bins provided at each WC/sink. Sanitisers provided for when hand washing no possible	all staff	
	10.3	If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.	All rooms have sanitisers and spares available at main office	SM/all staff	

<b>10.Handwashing and hand sanitisers</b> (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	10.4	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.	Sanitisers available at main entrance for entry and exit, classes all have own sanitisers which they use on entry. BC have bottles on each table and at registration table	all staff	
	10.5	Tissues should be available in all group areas and should be single use only and binned after use.	tissues available in all classes and spares in cleaning cupboard all CR have 2 lidded bins and all other rooms and areas have at least one lidded bin	SM/all staff	
	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.	Kept in outdoor secure store	SLT/DT	
	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.	Sanitisers available in every room	all staff	
	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.	Have available. Staff supervise where appropriate	All staff	
	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.	All sanitisers are non alcohol in school	SM/JW	
	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>		SM/JW	
	11.1.2	Have a dedicated provision of cleaning products in each classroom / work area in use containing hand sanitisers, anti – viral wipes / sprays, paper towels, soap, tissues e.g in a container like a storage box, workbox etc so it is easy to pick up and move around the space as required. These should be stored out of reach of pupils. Depending on the layout of spaces and in order to aid social distancing more than 1 bin may be needed in each room i.e. 1 by staff locations and 1 where pupils are located.	Cleaning buckets in all rooms and spare products available from office or cleaning cupboard. 2 lidded bins in each CR	All staff	
	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).	Cleaning schedule in place and reviewed regularly. Last updated Jan 21 Classroom procedures in place and shared and agreed with staff. Reminders given regularly in briefings/updates. Children stay in own room for most of the time, areas cleaned after use when needed.	cleaners/all staff	
	11.1.4	Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.	daily schedule includes handles/banisters/switches throughout areas in school. Products available for CR use throughout the day. Year groups have own systems for resources.	cleaners/all staff	

11.Cleaning	11.1.5	Shared materials and surfaces should be cleaned and disinfected more frequently. Given the current rates of infection it is recommended malleable materials are taken out of use at the present time unless they are single user. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable. For example, daily, and children wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group.	daily schedule includes handles/banisters/switches throughout areas in school. Products available for CR use throughout the day. Year groups have own systems for resources.	cleaners/all staff	
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.	Aprons/gloves available and directions given in cleaning meeting. Half termly updates minimum		
	11.2	<b>Rooms used for Isolating persons displaying symptoms</b>			
	11.2.1	Rooms used for isolating pupils or staff who display symptoms of Coronavirus could be left for 72 hours if possible and then normal cleaning resumed or a deep clean of that room should be undertaken.	Deep clean would be undertaken including upholstery	DT/TJ	
	11.3	<b>Clothing</b>			
	11.3.1	At this present time it is recommended that, where possible, pupils and staff attend in clean top layers daily. There is no need for anything other than normal personal hygiene and washing of clothes following a day in school. However to allow pupils (and staff where uniform is usually worn) to wear clean top layers every day you may wish to consider relaxing or removing the need to wear uniform with guidelines on appropriate dress e.g as on non uniform days. An alternative may be rotating top layers every 3 days, where possible, if they cannot be cleaned in between uses.	Introduce non uniform for children and relax dress code for staff Jan 21	JW	
	11.4	<b>Hygiene Suites / Intimate Care Facilities</b>			
	11.4.1	Hygiene suites and intimate care facilities should be cleaned between pupils including slings and hoists, control panels. See Section 17 for PPE guidance.		DT/TJ	
	11.5	<b>Leeds City Council / FM cleaning providers</b>			
	11.5.1	Additional / alterations to cleaning may be available on request – for example LCC FM cleaning may be able to provide:- 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.	Amalgamated into one row		
	It is recommended schools follow the overarching principle of reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') in smaller groups than normal and through maintaining distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people. These are not alternative options and both measures will help, but the balance between them will change	Bubbles separate throughout the day including lunch and breaks. Maximum number in bubble 15 except for EYFS where all children present form a bubble due to nature of provision. SD between staff to be maintained and between older children where possible. Review set out of rooms for 15 children	SLT		

	<p>depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate.</p> <p>We recognise that maintaining distance could be particularly difficult in special settings and primary schools, and it is likely that for younger children the emphasis will be on separating groups and minimising group sizes, and for older children it will be on distancing.</p> <p>Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>It is recommended schools limit the number of pupils and staff on site at any one time as far as possible in keeping with the overarching principle of minimising contacts and working from home where reasonable to do so. The number of pupils that can safely be accommodated on site at any one time will depend on a number of factors and these should form the basis of your risk assessment on safe occupancy and operation of the school as detailed in 2.5 in Section 1 of this risk assessment.</p>	children		
<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.	SD markings not needed as main corridor not used by pupils. One way system identified and tables separate	All staff	
<b>12.1.2</b>	A system for movement around school, into / out of classrooms, use of toilets should be devised to avoid paths crossing where possible e.g use of one way systems, 2m queues, controlled access / exit. Staggering break times, lunchtimes and lesson change over will help minimise corridor occupancy. Groups should be kept apart and movement around the school site kept to a minimum.	Timetables in place and WCs used at different times, children do not mix. All except Rec eat in own rooms. Playgrounds used as zones to separate bubbles and timetable to stagger. Cloakrooms not in use and coats kept in rooms separate to other bubbles	All staff	
<b>12.2</b>	<b>Bubble sizes and Classrooms / Learning Areas</b>			
<b>12.2.1</b>	Settings should assess their circumstances and look to implement 'bubbles' of a small size, to achieve the greatest reduction in contact and mixing. As detailed above it is recommended schools limit the number of pupils and staff on site at any one time as far as possible. Pupils of different year groups can be mixed in a 'bubble' but bubbles and staffing should be kept consistent. If staff need to work on rota with bubbles it is recommended these are done 2 weekly with a weekend break in between.	Bubbles separate throughout the day including lunch and breaks. Maximum number in bubble 15 in own year groups except for EYFS where all children present form a bubble due to nature of provision. Staff delivering virtual lessons do so, including planning in own empty room. The same staff remain with bubbles as far as possible.	SLT/SMT	
<b>12.2.2</b>	Whatever the size of the group, they should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is recognised that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.	Bubbles separate throughout the day including lunch and breaks in own rooms/playgrounds. SD encouraged with older children	SLT/SMT	
<b>12.2.3</b>	Classrooms desks (if in use) should be laid out to enable staff and pupils to move around the room safely and be facing forward or side by side wherever possible and pupils allocated designated desks / spaces given the increase in transmission rates at present. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.	Year 2-6 have allocated desks. Forward facing. Spare furniture removed where possible	teachers	
<b>12.2.4</b>	Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.	EYFS/year 1 have own systems	teachers	
<b>12.2.5</b>	For older year groups consider locating staff members at designated points where possible.	Teacher has have allocated desk, support staff if possible	teachers	

12. Bubbles / Social Distancing	12.2.6	If other members of staff need to move around different 'bubbles' they should ensure they maintain 2m social distancing wherever possible. Administration of emergency first aid is an exception to this. For classroom support, 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.	Staff should SD from each other in class where possible and from children if appropriate SLT entering a room wear masks. Individual screen available in each room for 1:1 work and visors if required.	SLT/ all staff	
	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).	Pupils in year 2-6 have allocated desks. Staff stay with identified group where possible unless covering or providing support.	SLT/teachers/cover staff	
	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 targeted work, to cover staff illness etc... Staff should ensure social distancing is observed as far as possible with pupils.	Staff stay with identified group where possible unless covering or providing support.	SLT/SMT	
	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.	Children in bubbles have allocated room. Cleaning schedule for end of the day in place	SLT/DT/cleaners	
	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.	Where sinks not available sanitiser is. Staff stay with identified group where possible unless covering or providing support.	SLT/SMT/all staff	
	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.	Individual screens and visors available	all staff	
	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.	SR organised to enable SD. Spare rooms to be utilised for working in and at breaks and lunch times. Offices/workspace rearranged to enable office based staff to SD. Large corridor, one way supports SD. Masks to be worn in smaller areas e.g SR or when entering offices	all staff	
	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.	PPA is a day with set cover and is taken at home. Any other work time out of class can utilise spare rooms to enable SD. Use class support staff where possible. Set cover staff for year groups where possible.	SLT/SMT	
	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.	Playgrounds used as zones to separate bubbles and timetable to stagger. Staff expected to SD where possible with older children. Children reminded not to go near dividing fences to talk to children from other bubbles	SLT/all staff	
	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'.	Bubbles use own rooms for lunch except rec who are one bubble and use dining room(Jan 21) Area cleaned by kitchen staff after use	SLT/SMT	
	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.		SLT/Kitchen staff	

<b>12.6</b>	<b>Toilets</b>			
<b>12.6.1</b>	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.	WCs allocated to different year groups where possible and bubbles use at different times, surfaces wiped between use. ASC and changing room WCs are being used at present to separate children as much as possible. Sanitiser available.	SLT/SMT/all staff/cleaners	
<b>12.6.2</b>	Limit the number of children or young people who use the toilet facilities at one time.	Bubbles	all staff	
<b>12.6.3</b>	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).	sanitiser available	All staff	
<b>12.6.4</b>	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.	Only one set for rec to year 6 staff. Nursery and school kitchen use own.	All staff	
<b>12.6.5</b>	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.	Staff also wipe between bubbles. Policy applies to staff ans HT cleans regularly throughout the day	All staff/pupils	
<b>12.6.6</b>	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.	posters used in all WCS	SLT	
<b>12.7</b>	<b>Assemblies / Collective Worship</b>			
<b>12.7.1</b>	Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' should be avoided. Assemblies could be virtual via video recordings or live streaming into classrooms.	All assemblies/whole school worship is through Zoom. Daily worship takes place in CR in bubbles	SLT	
<b>12.7.2</b>	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.		SLT	
<b>12.8</b>	<b>Staff areas</b>			
<b>12.8.1</b>	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	SR organised to enable SD. Spare rooms to be utilised for working in and at breaks and lunch times. Offices/workspace rearranged to enable office based staff to SD. Large corridor, one way supports SD. Masks to be worn in smaller areas e.g SR or when going into office areas	SLT/SM	
<b>12.8.2</b>	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.	Spare rooms available including empty classrooms and large open, ventilated corridor, year group breaks staggered	SLT	
<b>12.8.3</b>	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.	Products available, cleaning schedule also in place	all staff	
<b>12.8.4</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).	Use it wipe it encouraged. Personal lunch bags encouraged	all staff	
<b>12.9</b>	<b>Communication</b>			



	12.9.1	It is recommended that staff share mobile phone numbers and communicate via these between groups where possible or that school phones or walkie talkies are used to minimise movement between groups. If staff need to communicate outside their groups they should observe social distancing.	Walkie talkies used, WhatsApp used for messages, school phones. SLT wear masks if need to enter a room	all staff	
	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.	Safeguarding information shared and protocols discussed	SLT/CP team/all staff	
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.	More staff trained since March to ensure provision is adequate. Posters of first aiders displayed	SM/JW	
	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.	Onsite all day including BC/ASC	SM/JW	
14.Biometrics, Lifts, electronic signing in / out systems and control panels / buttons. Shared IT.	14.1	If it is not possible to clean surfaces between each user then the use of biometrics should be replaced with an alternative non contact system where possible e.g entry points, registration, food and drink purchasing.			
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.			
	14.3	The use of Lifts and control panels should be limited to essential users only and should be cleaned between users e.g using hand sanitisers or anti-viral wipes.	Cleaned after use	staff	
	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.	Signing in system for staff wiped regularly/wipes under screen and staff sanitise on entry before using it.	all staff	
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.	I-pads wiped between use in school by children if appropriate and in BC/ASC	all staff	
15.General controls	15.1	<b>Ventilation</b>			
	15.1.1	Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. External opening doors may also be used (as long as they are not fire doors and where safe to do so) Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.	Doors open where possible and safe. Systems for shutting incase of emergency where not on electric system	All staff	
	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.	Windows to be open from top if possible, classroom doors to be left ajar to aid ventilation. Rooms with new fans can extract air from room	all staff	
	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> .	Single use heaters in rooms, new ceiling fans in some rooms can circulate air to outside. 2 rooms have individual air con	all staff	



<b>15.General controls</b>	<b>15.1.4</b>	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.	Windows to be open from top if possible, classroom doors to be left ajar to aid ventilation. All windows to be opened at break times. Children and staff can wear additional, non uniform layers(newsletter)	all staff	
	<b>15.1.5</b>	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.	heating is on for longer during the day	JW/SM/DT	
	<b>15.2</b>	<b>Learning Outside</b>			
	<b>15.2.1</b>	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.	Outside learning ideas available where space is available. EYFS/year 1 use individual playgrounds	teachers	
	<b>15.3</b>	<b>Medical Needs</b>			
	<b>15.3.1</b>	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 pens and inhalers should be available wherever the pupil is. Ensure staff are trained in their use.	All medical info shared, identified member of office staff to ensure records/staff updated if necessary	SB/SM/JW/SLT	
	<b>15.3.2</b>	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Allergy info shared and updated when needed. Use new catering Leeds forms from Sept 20	SB	
	<b>15.4</b>	<b>Water fountains</b>			
	<b>15.4.1</b>	Water fountains in shared pupil areas should be taken out of use.	water dispensers only used by adults/use jugs to fill bottles		
	<b>15.4.2</b>	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.	Staff refill bottles/bottles sanitised using sterilising solution at least weekly	class based staff	
<b>16.Educational Visits</b>	<b>16.1</b>	Given the new lockdown and restrictions on activities for all persons, all off site educational visits should cease until the lockdown has been removed / altered.	Amended	JW	
	<b>16.2</b>	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.	Visits would not begin before staff briefing by EVC/SLT	JW/SLT/EVC	
	<b>16.3</b>	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.	Amended	JW	
	<b>16.4</b>	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>	If children arrive in a mask/face covering sealable bag provided and instructions given on how to remove safely then hands sanitised	SLT	

17.PPE for staff and pupils	17.1	Schools teaching pupils in Year 7 and above should ensure staff, visitors and pupils wear face coverings in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas. In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11). If staff have to work in close contact with pupils e.g to supervise science experiments, D&T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves. <b>It is strongly recommended staff and visitors in settings teaching Year 6 and under wear face coverings in communal areas. Face shields offer staff an additional level of protection when working in classrooms with pupils where face masks are not recommended by the government. Outside of classroom areas staff should wear face masks or other appropriate face coverings instead of, or in addition to, face shields, unless there is a medical reason why a face shield is more appropriate.</b>	Visitors to wear face coverings. Staff to wear in SR area unless eating. SLT to wear when delivering lunches, visiting classes. Leeds catering staff to wear at all times. Information provided on how to wear/use face coverings safely. Face shields used by PPA cover if cover in different bubbles.	SLT/office staff/all staff	
	17.2	FFP2 / 3 masks are not generally necessary in a school setting.			
	17.3	Activities such as close intimate care e.g nappy changing, invasive medical procedures, assisting with feeding necessitate closer contact with pupils. Staff carrying out these activities should wear disposable gloves and aprons and may need IIR masks and eye protection. This would need to be assessed on a case by case basis.	Gloves, aprons, masks, goggles available	Staff	
	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.		DN/BW	
	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.		staff	
	17.6	Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.		SLT/SENCO	
		<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.	Guidance issued, spare masks available, bags available	SLT/all staff	
	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.		all staff	
	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.	Individual meeting where required including WASPs. RA shared with staff(whole/SLT/SMT) and feedback encouraged/asked for	JW/SLT/SM	
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils. Where staff have been out of school for a considerable time this may take longer.		SLT	

18. Staff Wellbeing	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>	Support organisations shared with staff and parents including links on website/updates	SLT/SP	
	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.	WASPs updated and developed when needed. Mental first aider available.	JW/SM	
	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.	Zoom briefings - Monday. SM virtually. Staff not in school invited. HT calls individual staff regularly if not in school.	SLT	
	18.6	Identify Mental Health First Aiders.	One trained	SM	
	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).	HELP and other support availbilty in staff update and HELP leaflets available to all staff. OT support if needed	SLT/SMT	
		<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.	where possible contractors arranged for outside hours(6-8am/3.30-6pm) and staff on site to manage this	SLT	
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.	Business/buildings manager responsible	SM	
	19.3	Contractors should adhere to social distancing guidelines and wear face masks or appropriate face coverings whilst on site.	Face mask requested of all visitors. Can be removed if working with children/in meetings once in allocated room where SD can be maintained	SLT/SM/DT	
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.	Sanitising available on entry and exit	SLT/SM/DT	
	19.5	If contractors need supervising this should be done following social distancing guidelines.		SLT/SM/DT	
	19.6	Contractors to follow Government guidelines on self isolating if they or their family members display any symptoms.	Visitors leaflet on entry read	SLT/office	
	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.		SLT/office	
	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.	Not available	SLT/SM/office/DT	
	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.	Signing in system Log kept by buildings manager	SLT/SM/office/DT	
	20.1	There will be occasions when visits to the setting are necessary, but settings should limit these to essential visits only to avoid visitors entering their premises, wherever possible and use remote means. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site. Lettings should only continue if the activities are in line with those permitted under the lockdown. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene, face coverings and control measures are explained to visitors on or before arrival. Face masks or appropriate face coverings should be worn by visitors whilst on site.	Both lettings cancelled during national lockdown visitors follow guidelines of school and own agency	SLT/SM/office/CL	

20.Lettings / Meetings / Visitors	20.2	In instances where settings need to use other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually. Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established		SLT/SM/office/CL	
	20.3	A separate toilet facility could be identified for the sole use of visitors whilst on site as close as possible to the area of work / their access point into the building and cleaned after their time on site has ceased and before being used by the school again. If this can't be established then inform visitors of the "If You Use It – Wipe It" principle. There is a legal requirement to provide hygiene facilities for drivers visiting the site e.g. Delivery drivers, minibus drivers.	Not available	SLT/SM/office/CL	
	20.4	School should still follow procedures for controlling access / security whilst visitors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days. .	Signing in system	SLT/SM/office/CL/DT	
	20.5	Sports lettings are currently restricted under the new lockdown requirements and can only take place if for elite sportspeople (and their coaches if necessary, or parents/guardians if they are under 18) - or those on an official elite sports pathway - to compete and train. They must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Guidance and a list of NGB whose rules have been approved can be found at : <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework</a> .	Letting cancelled during lockdown	JW/LS	
	20.6	Support groups for parents and children, such as for breastfeeding, postnatal, and baby and toddler groups, for the provision of support for parents and their children, that are necessary to deliver in person, can continue with up to 15 participants (children under five are not counted in the number) where formally organised to provide mutual aid, therapy or any other form of support. This includes where parents and carers meet other parents and carers with or without their young children. This would not typically permit parent-and-child groups focused on social or development activities, such as singalong groups or art classes.			
	20.7	In Early Years settings Parents may continue to settle new children and settings may take new admissions in line with current guidance. 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.			
<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.	Routes same as normal, signs in all rooms	SM	
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.	Points same but can SD bubbles	SM	
	22.3	Consider if you need to re-allocate fire marshal roles.	Marshalls trained autumn 20	SM	
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc	identified staff trained autumn 20	SM	
	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.		SLT/SM/DT	
	22.6	Consider if staff and pupil PEEPs need to be amended.	Updated where necessary	DN/BW	

	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>		SM/SLT	
23.Supervision at Lunchtimes	23.1	Consider how to allocate staff at lunchtime to ensure supervisors stay with a consistent group of pupils and have adequate breaks.	supervised within bubbles, and with bubble staff where possible	SLT/SMT	
24.Catering	24.1	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..	N/A own entrance	JW	
	24.2	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking onto account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.	Menus updated Jan 21 hot grab meal introduced classroom delivery, systems in place for cutlery and collection	JW/SB/SLT	
	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.	CR used for meals, except rec who will start to eat in dinning corridor Jan 21	SLT	
	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.	Catering staff stay in kitchen and SLT deliver meals. Clean tables once all children left. Separate entrance into kitchen used	SLT/Kitchen lead	
	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.	tables wiped before and after	DT/kitchen lead	
	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.	have own procedures which are enforced by member of staff in charge in kitchen, SLT do observe when delivering meals and draw attention to any issues.	Leeds Catering/SLT	
25.Staff Training	25.1	School staff should be inducted / become familiar with new working practices before opening the school, this is especially important for staff members who are new or who may not have been in school during the past months. <b>See also 2.1.</b>	New staff induction process. TD July 20 for Sept	SLT	
26. Drop off of Essential Items Forgotten by Pupils	26.1	A system should be put in place for the potential drop off of essential items a pupil may have forgotten e.g medication, packed lunch. For example, a system such as a 'quarantine bin' / area outside of school reception where the items are left before being cleaned / wiped with anti-viral wipes and delivered to the pupils base. Staff doing this should thoroughly wash hands before and after handling the items.	Items dropped off at office and wiped by office staff or SLT	Office	
	27.1	Where pupils travel to school by My Bus or School Buses schools should work with West Yorkshire Combined Authority to ensure that drop / off and pick up procedures have been considered. WYCA staff will contact schools directly to discuss school-by-school arrangements. This is likely to include any new drop off / pick up points, how pupils requiring supervision are escorted to / from the buses, opening times / timetables, likely numbers / names of pupils expected to use the buses. Schools may contact debra.bagley@westyorks-ca.gov.uk with all enquiries in the first instance. These contact details should not be shared with families.			
	27.2	Consider how to keep access to My Bus / School Bus drop off / pick up areas clear of parent / carer vehicles e.g cones, signage etc..			
	27.3	Where possible keep pupils travelling by My Bus / School Bus in the same discrete group within their year group once they are in school. It is very unlikely that children could be transported in class group 'bubbles'. If it can be done it will be, but schools should not assume this can be made to happen. Schools will need to work closely with WYCA to maintain a clear understanding of which children should be travelling to & from school on a school bus in order to safeguard children effectively.			
	27.4	For primary school pupils - where there is a need for parents to board a school bus to buckle their children in the expectation is that this will include any parents boarding a bus for this purpose to wear a face mask. Drivers are not permitted to buckle children in. This should be communicated to parents whose children use these buses.			

<b>27. Transport to School by My Bus or School Buses (not public transport buses)</b>	<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			
	<b>27.6</b>	The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible, distancing within vehicles wherever possible and maximising the ventilation of fresh air particularly through opening windows and vents ,</li> <li>• on secondary school services, all children will be required to wear a face covering unless exempted for medical or other reasons.</li> </ul>			
	<b>27.7</b>	Travel Assistance Cards to show to the driver are available for download at <a href="http://wymetro.com">wymetro.com</a> .			
	<b>27.8</b>	Transport to swimming pools and other centres organised by the Combined Authority will not be provided until after the October half term break so that resources can be used to provide additional school bus services. This arrangement may have to be extended further.			
	<b>27.9</b>	In accordance with advice from PHE, from the autumn term, we recommend that schools advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport.			
<b>28. School Sites Shared with other Users e.g PFI Staff, Children's Centres</b>	<b>28.1</b>	Where applicable, ensure arrangements that impact on other site users e.g opening times, access / egress routes, changes to fire practices, cleaning regimes, use of shared areas etc ...are discussed / information provided to users who share the school site.			
	<b>28.2</b>	Schools who operate a childrens centre on other premises (fund holder) should implement the schools Covid 19 risk assessment in that setting.			
<b>29. Marking / Handling School Work</b>	<b>29.1</b>	Staff can take books and other shared resources home if they can be cleaned. If not, or if work is to be marked, staff can wash hands or sanitise before handling / marking work, at regular intervals throughout and after completing handling / marking. Alternatively resources and marking could be left for at least 48 hours (72 hours for plastic) before and after handling / marking. It is recommended that paper work to be marked is placed in a plastic bag that can be wiped down after collection of work and before handing work back to the pupils. Other suggestions for assessed work include the use of online or electronic assessments or individual worksheets for assessed work so the pupils can retain their exercise books for lessons. Face shields / masks could be used for immediate close contact feedback and visualizers may also help. If pupils or staff have been displaying symptoms any work they have handled during that time should be left for at least 48 hours (72 if plastic).	Hand washing before and after is identified procedure st St barts Reading books not going home, to be reviewed after easter when more books purchased. Books used in class are quarantined by bubble for 48hrs before returning to shelves.	all staff	
	<b>30.1</b>	Mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.	no volunteers at present		



30. Agency staff and volunteers	30.2	Settings can continue to engage supply teachers and other supply staff during this period. To minimise the numbers of temporary staff entering the setting consider using longer assignments with supply teachers. You should also limit the bubbles they teach or limit them to bubbles where they can socially distance as far as possible. This would also apply to other temporary staff working in schools such as peripatetic teachers, sports coaches, and before and after school clubs staff although their attendance on site should be limited where possible.	N/A		
31. Before and after school clubs	31.1	Before and after school activities (including wraparound care) should only take place for children eligible to attend the setting e.g only vulnerable children and children of critical workers. Currently, supervised activities, training and education for children can continue for pupils eligible to attend the the school setting.	BC/ASC available only to critical workers	JW/CL/Office	
	31.2	Settings should try to keep to the bubbles in use during the school day where possible. Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. Smaller consistent groups could be used in different rooms or groups socially distancing in a larger space e.g the hall.If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met.	Bubbles for BC and ASC are not school bubbles but are consistent and recorded incase needed for tracking in school contacts	JW/CL	
	31.3	Make parents / carers aware that government guidance is that they limit the number of different wraparound providers they access, as far as possible, and assure themselves that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.		MH/SLT	
	31.4	At this current time schools should not open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities unless they are for permitted activities e.g early years provision, childcare for pupils eligible to attend i.e <b>children who are vulnerable or children of critical workers. This includes for February half term for children of critical workers and/or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures.</b>	No lettings at moment	LIW/LS	
	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> .		DL/staff	
	32.2	Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.		DL/staff	

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



33. PE / Sports including dance.	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.		SLT/TB/teachers	
	33.3	External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.			
	33.4	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. <b>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.</b>	Activities outside continue in BC/ASC	CL/JW	
	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.	Children attend school on PE days in their kit. All children encouraged to wear suitable footwear every day.	SLT/staff	
	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).	PE leader provides planning support and guidance	TB/SLT	
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>	Science leaders support staff with this	Science team	
	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.	Where possible bubbles have their own resources/equipment. Shared resources cleaned as appropriate or rotated	TB/teachers	

35. Shared Resources	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.	CT responsible for ensuring appropriate resources available/put away. SLT/SMT check regularly. Cleaning systems in place specific to year groups. Equipment shared amongst bubbles must be cleaned. Special equipment/resources for SEND children must be kept for the individual or cleaned	SLT/all staff	
	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).	Shared resources should be wiped after use. Cleaning products available for staff to wipe after use. Cool bags/individual boxes encouraged.	all staff	
	35.4	<b>Play equipment</b> - Indoor and outdoor play equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. If it cannot easily be cleaned after each bubble use throughout the day or kept for one bubble at all times you could consider allocating specific equipment to a specific bubble on a daily rota basis. Strict hand hygiene is essential if equipment is shared and users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.	As much as possible equipment kept for individual bubbles. This should be cleaned after use. If shared they should be cleaned or rotated. ASC has systems in place and specific resources for bubbles. BC children have individual activity packs or use i-pads which are wiped after every use.	All staff/SMT/SLT	
	35.5	<b>Classroom resources</b> - For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Reduce the use of shared resources e.g stationary, books etc . and allocate individual resources to pupils wherever possible. It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.	Years 2-6 have general resurces in individual pencil cases. Most resources/books kept within bubbles. Reading books kept 48 hours before returning to shelves. Limits on what children bring in place and shared with parents.	All staff/SMT/SLT	
	35.6	<b>Early Years</b> - Shared materials and surfaces should be cleaned and disinfected more frequently. Given the current rates of infection it is recommended malleable materials are taken out of use at the present time unless they are single user. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable. For example, daily, and children wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group. Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.	EYFS to stop using malleable materials that are shared. Each year has own cleaning routines in place including sterilising equipment regularly and rotating.		
	35.7	Pupils can take resources e.g library books, home as long as they are quarantined for 48 hours (72 if plastic) on their return if they cannot be cleaned.	Not taking books, to review after easter	All staff	
	36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.	class seating plans if appropriate. BC/ASC plans. Covid spreadsheets used to log suspected and positive cases	staff /SLT/SMT/office	

36. Record Keeping	36.2	Records should be kept of pupils and staff in each bubble, and any close contact that takes places between pupils and staff in different groups. Records of visitors, agency staff, volunteers etc.. and who they have been working with should also be kept. In order to keep this proportionate you can utilise existing recording practices e.g class / lesson registers, signing in / out systems, meeting registers, training records, physical intervention records and first aid records. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.	Class timetables reflect staff organisations. Year group PPA records in place maintained by year group leaders BC/ASC rotas in place with set staffing. Visitors logged on electric system. SENDCO records visitors for SEND children and FSL for vulnerable children	SMT/SLT/office	
	36.3	If your existing systems do not record times when pupils, staff and others are working together e.g small group intervention work, PPA cover, use a simple signing in / out system for the class / area or a simple activity / register record.		SMT/SLT/staff	
	36.4	It is good practice to record cases where pupils and staff are symptomatic or test positive / negative as this will help identify close contacts if needed and whether there is a potential outbreak. CPOMs could be used for this for pupils and / or a simple spreadsheet for staff and pupils. A sample one is provided on LfL.	Spreadsheets in place to record suspected/positive cases and identified staff responsible for keeping them up to date	JW/office	
	36.5	A record should be kept of which staff have assisted pupils or staff who are displaying symptoms. This could be via first aid records or could be added to the simple spreadsheet if used.	Log kept	office	
37. Use of school minibuses / transport e.g for visits, transfer between settings, emergencies	37.1	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), e) drivers and escorts regularly hand sanitising throughout the journey and after tasks such as helping a child board or handling a child's belongings, 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.	All people on bus sanitise hands on entry and exit Bus cleaned after use including seats used and handles Staff sit at least 2m apart, wearing mask at all times/ older children will be issued with masks and supported to use them appropriately Only use bus for HV where it is not within walking distance. Children only transported on MB if safeguarding issues are felt to outway risk of transmission of Covid and only in a family group or in an emergency Windows to be opened for ventilation if children are on the bus	CL/JW	
	37.2	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.			
	38.1	Advice for settings on exams to take place in the autumn term can be found at : <a href="https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams">https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams</a> . 'Autumn exams' in these guidance documents refers to the additional GCSE, AS and A level and vocational and technical qualifications (VTQs) which are being held in autumn 2020 following the cancellation of summer exams and assessments. It includes the additional VTQs which will be held in the 2021 spring term.			
	38.2	Collect and keep contact information for candidates and invigilators so that you can use it to identify close contacts if needed. This is particularly important for any external visitors, including any non-school staff assisting with exams, and candidates not on roll at the setting.			

<b>38. AS, A level and GCSE exams</b>	<b>38.3</b>	Ensure every exam has a seating plan, so the names of the invigilators can be cross referenced to the contact details held for candidates and invigilators.			
	<b>38.4</b>	Make arrangements to ensure candidates that arrive before the scheduled start time of exams are kept separate from other students arriving at the school or college. This is likely to include a location where candidates will wait before the exam that can support social distancing between group 'bubbles' as well as between on-roll and off-roll candidates.			
	<b>38.5</b>	Make sure that any candidates who arrive late for the exam follow social distancing measures.			
	<b>38.6</b>	Make sure that there is a plan to manage candidates leaving the exam room and site, particularly as exams may finish at different times. As part of this take into account any candidates who need extra time in exams.			
	<b>38.7</b>	Frequently touched surfaces in exam rooms (for example, door handles, individual desks) should be cleaned after every exam with the usual cleaning products, including the backs of chairs where candidates may pull chairs out to sit.			
	<b>38.9</b>	Desks should not be set up face to face. For GCSE, AS and A level exams, the minimum distance in all directions from centre to centre of candidates' chairs must be 1.25 metres, following JCQ's Instructions for Conducting Examinations. This distance is the minimum that must be maintained for students within a group bubble. For VTQ exams, you should follow the guidance specified by the relevant awarding organisation.			
	<b>38.9</b>	All other candidates, whether in different group bubbles, private candidates or those returning to school or college to take exams, should be seated 2 metres apart from each other. These candidates can be seated in the same room.			
	<b>38.10</b>	There is no overall limit on the number of candidates who can sit in a room, as long as desks are correctly spaced. The upper limit to the number of candidates who can take an exam in a room together depends on the desk spacing requirements.			
	<b>38.11</b>	Good ventilation is important and you should maximise this wherever possible, for example, opening windows and propping open doors where safe to do so (bearing in mind safeguarding in particular).			
	<b>38.12</b>	Invigilators may walk up and down aisles between desks, but there must also be points in the room where an invigilator can stand at least 2 metres from the nearest desks and see all the candidates in the room. Invigilators and other staff should stand alongside candidates when interacting with them, rather than face to face.			
	<b>38.13</b>	Candidates and invigilators do not need to wear face coverings during exams, but they may wear them if they wish to. Candidates and invigilators should wear face coverings in communal areas if the exam centre is in an area of local intervention, or if you have chosen to use face coverings in communal areas.			
	<b>38.14</b>	Invigilators can move between different schools and colleges. They should minimise contact and maintain as much distance as possible from other staff.			
	<b>38.15</b>	Invigilators do not need to wear gloves when collecting exam scripts from candidates but should wash their hands thoroughly and more frequently than usual and particularly after handling exam papers.			
	<b>38.16</b>	For encounters of over 15 minutes, for example, when scribes, readers or other individuals are supporting candidates, staff should maintain a 2 metre distance where possible, for example using a separate room from other candidates. If staff cannot maintain a 2 metre distance, they should avoid close face to face contact and minimise time spent within 1 metre of others. These arrangements may not be possible when working with some candidates who have complex needs, in which case these candidates' educational support should be provided as normal during exams. Perspex screen could also be used.			
<b>38.17</b>	If candidates need to leave the exam room and need to be accompanied for more than 15 minutes, staff should maintain a 2 metre distance where possible. If this is not possible, staff should take mitigating measures, such as standing alongside the candidate and using a face covering.				

	<b>39.1</b>	A twice weekly asymptomatic lateral flow device testing programme has been put in place in the school.	Rota of testing started Thursday 28th January 21	COVID team	
	<b>39.2</b>	Staff are encouraged to take part in the programme and provided with information, guidance and the opportunity to discuss any issues / concerns and raise questions.	All information shared, discussed with staff in meetings, info on sharepoint	JW	
	<b>39.3</b>	Sections 4 of this risk assessment are being followed by the school and staff taking part	shared wk beg: 25th Jan	JW	



Area of control	
[Blue Area]	
[Blue Area]	
[Yellow Area]	
[Orange Area]	
[Green Area]	







## Section 4 - Mass Asymptomatic

Area of control

**Primary and School Nursery Settings - current Health, safety and Wellbeing Home page. This is available to the Secondary testing area. If be**

PT1. Organising the testing system.	1.1
	1.2
	1.3
	1.4
	1.5

	1.6
	1.7
	1.8
<b>PT 2. Storage and management of Testing Materials / Supplies for the Testing area.</b>	2.1
	2.2
	2.3
<b>PT 3. Issuing tests</b>	3.1
	3.2
	3.3
	3.4
	3.5
	3.6
	4.1
	4.2
	4.3

<b>PT 4. Conducting the Tests</b>	<b>4.4</b>
	<b>4.5</b>
	<b>4.6</b>
	<b>4.7</b>
	<b>4.8</b>
	<b>4.9</b>
<b>PT 5. Test results and actions to take</b>	<b>5.1</b>
	<b>5.2</b>
	<b>5.3</b>
	<b>5.4</b>
	<b>5.5</b>
	<b>6.1</b>
	<b>6.2</b>

<b>PT 6. Record keeping / Reporting.</b>	<b>6.3</b>
	<b>6.4</b>
	<b>6.5</b>
<b>PT 7. Waste Disposal</b>	<b>7.1</b>

## Managing Coved 19 in Schools from January 2021 open

**ic Testing for Primary and Nursery settings - daily serial te  
time unless part of the NHS evaluation**

### Control Measures

**ntly limited to twice weekly staff home tests. Guidance and Resources are av  
through schools where the Primary / Nursery and Secondary bases are on the  
ased on separate sites the Primary / Nursery process should be followed.**

Staff should be provided with the school amended letter for staff and privacy notice (on the Primary schools portal), information leaflet, time to watch the how to test video and access to the relevant materials on the primary schools portal to enable them to make an informed decision regarding consent for weekly testing. It is recommended this is done as a group in staff meetings to give a consistent message and it could be done via a virtual staff meeting with time during / after for staff to ask questions / raise any issues or concerns. As this may involve large groups of staff and be of some length it is recommended this is **not** done face to face to minimise the risk of transmission / potential contacts.

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

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 Coved - 19.

Set up a system of recording the distribution of test packs and the results of testing carried out.

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 :

a) who is communicating with staff and addressing any personal issues / concerns with regards to testing they may have.

b) who is distributing the correct number of kits to staff, ensuring staff have the right instructions and are signing for the test kits.

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.

d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.

e) who is managing the storage, stock control and re-ordering of test kits.

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.

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.

The lot numbers of the testing kits provided should be recorded on arrival.

Testing kits should be stored between 2°C and 30°C.

Storage areas should be lockable and access restricted to authorised personnel only.

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.

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.

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 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.

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.

When issuing test kits the issuer must complete the test kit log - see record keeping below.

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 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.

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 that have had a positive PCR test in the last 10 days should not take a LFD test in the 10 day period after the PCR test. Staff can resume Lateral flow testing on their return from isolation. Staff that have had the Covid-19 vaccine can still take part in the LFT programme.

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 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.

c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.

d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy.

e) Wash their hands or hand sanitise before taking the test.

f) Use a clean, flat surface and, if doing more than one test, make sure they sanitise their hands each time.

g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.

**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.

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.**

As soon as possible after a positive or negative result staff should upload their results to the NHS online at [www.gov.uk/report-covid19-result](http://www.gov.uk/report-covid19-result) or by contacting 119. They must also inform the school via the identified route / at the identified time.

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.

**Positive result** - individual and their household should start self isolation straight away and the individual should get a PCR test to confirm the result.

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.

If the PCR test is negative the individual, household and close contacts can end isolation unless they have symptoms of Covid 19.

**Negative result** - individual and household can continue as normal unless they have symptoms of Covid-19.

**Inconclusive / Void result** the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. Relevant action will then be taken when a positive / negative result is obtained. If both tests are void the member of staff should arrange to have a PCR test.

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 must be kept in accordance with GDPR requirements.

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.

The test kit log and test results register should be kept for a minimum of 8 years after the last entry.

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](mailto:DCS.alert@leeds.gov.uk)).

Tests can be disposed of in the waste bags provided in the test kit and then put in with the general household waste.



## ing - Risk Assessment - Version 4.04

**sting for close contacts is not to be undertaken at the present programme.**

Additional / altered measures / notes	Implemented by : Initial	Date Completed
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available on the Primary School Portal - a link is available on the Leeds for Learning same site should follow the Secondary schools testing process if safe access is

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Available from 22nd January. Meetings 21/01/21 and 22/01/21 and staff not in one of meetings seen indi

Meetings 21/01/21 and 22/01/21 letter and consent form available 25/01/21	JW	
Consent forms required before issuing tests	SLT	
Times allocated for collection from main corridor so not all collecting at once and space to SD. Laptop specifically for the logs used with private log in known only by those who need to access	PW/SLT	
COVID Team - SLT/office staff	JW	
COVID Team - SLT/office staff	JW	
COVID Team - SLT/office staff	JW	
COVID Team - SLT/office staff	JW	
COVID Team - SLT/office staff	JW	
COVID Team - SLT/office staff	JW	

	JW	
Main corridor 10-2pm Friday. Individually if not working Friday - email sent all staff	JW	
COVID Team - SLT/office staff		
Stockroom	JW/LS	
Stockroom	COVID Team - SLT/office staff	
COVID Team - SLT/office staff		
All school staff offered tests. Leeds Catering emailed 20/02/21 and they are to let us know Tests issued from Jan 27th and signed for	JW/SM/COVID team	
Timetable in place	SLT	
Main corridor 10-2pm Friday. Individually if not working on allocated days	COVID Team - SLT/office staff	
COVID Team - SLT/office staff using COVID laptop and recommended spreadsheet logs	COVID Team - SLT/office staff	
Forms available and copied for everyone. New instructions available	SLT	
Timetable in place	SLT	
Timetable in place	SLT	
Staff will be told this directly	SLT	

	staff	
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	staff	
	staff	
	staff	
<b>Book test if positive then Report to School to one of COVID Team - SLT/office staff and then Track and trace</b>	staff	
To one of COVID team	staff	
Book test if positive then Report to School to one of COVID Team - SLT/office staff and then Track and trace	staff	
	staff	
	staff	
	staff	
	Staff	
Consent forms Logs on COVID laptop	COVID Team - SLT/office staff	
	SM/JW	

Logs used are samples from portal		
	SM/JW	
	JW	
	Staff	

**vidually. Email sent sharing information and updates 25/01/21**