

# Managing Covid 19 in Schools from 8th March 2021 Risk Assessment Content List

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

|   |   |  |  |              |
|---|---|--|--|--------------|
| <b>Assessment Title:</b>                              | <b>Managing Covid 19 in Schools from 8th March 2021</b> |  | <b>Ref No :</b>                          | <b>V5.06</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>           |              |
| 01/03/2021, 5/03/21, 26/03/2021 and 19/04/2021        | Jane Wainwright   |  | Mar-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.<br>- Management of H & S at Work Regulations 1999. |          |

**Guidance:**

**This is a sample risk assessment and will remain so unless the following criteria are satisfied:**

1. The boxes highlighted in grey above must be completed with the required details.
2. The Ref number can be the EVOLVE visit number if this is for Educational Visits.
3. The signature boxes may be typed if this is to be uploaded to EVOLVE.
4. The control measures in the risk assessment section must be either complied with **or** altered to reflect the establishment's control measures.
5. Once criteria 1 - 4 have been satisfied, you should remove 'SAMPLE' from the Title.

**The purpose of this whole assessment is to assist in the management of Covid 19 on schools premises and as such the over-arching hazards being controlled are building safety, reducing the spread and likelihood of contracting Covid 19, cross contamination risks and managing staff and pupil wellbeing. In all cases the persons who could be harmed will be pupils, staff, visitors and parents/ carers. Therefore, the format of the risk assessment has been altered to reflect this and present the control measures that may assist in planning for the safe operation of the school in whichever form that takes.**

## Managing Covid 19 in Schools from 8th March 2021 opening - Risk Assessment - Version 5.06 - Section 1 - Pre - opening checks and assessments

| Area of control   | Control Measures  | Additional / altered measures / notes                                | Implemented by : Initial | Date Completed |
|---|---|--|--------------------------|----------------|
| <b>1. Building Management / readiness</b>   | <b>1.1 Regular ongoing checks required.</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. Where buildings have been limiting attendance to just vulnerable children and children of critical workers or have reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak. <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a> | 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 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 Pressure systems</b> (if the scheduled inspections have not taken place in the last 12 months);  | Up to Date   | SM                       |                |
| <b>1.3.3 LEV</b> (if the scheduled inspections have not taken place in the last 14 months);                                       | Up to Date  | SM   |                          |                |
| <b>1.3.4 Gas Appliances</b> (if the scheduled inspections have not taken place in the last 12 months);                            | Up to Date  | SM   |                          |                |
| <b>1.3.5 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 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 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 Sports Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);                          | Up to Date  | SM   |                          |                |
| <b>1.3.9 Fixed Outdoor Play Equipment</b> (if the scheduled inspections have not taken place in the last 12 months);              | Replaced Summer 2020  | SM   |                          |                |

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|  | 1.3.10 | <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  | If the school has been partially open i.e not using all the rooms / spaces that will need to be used on the 8th March, it is recommended a thorough clean of these areas is undertaken in line with existing cleaning procedures before they are occupied.   | Regular cleaning continues throughout school. Those unused rooms were cleaned at half term   | JW           |  |
|  | 1.4.2  | If the school has been using all the premises, a full deep clean of the premises should not be necessary prior to the 8th March unless it has been required by Public Health Authorities as regular thorough cleaning should have been taking place.   | Cleaning schedule in place   | 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     |  |
| <b>2. Assessing staff and pupil numbers to assist in plans for partial opening</b> | 2.1    | All pupils can attend schools from the 8th March.<br>Early Years settings - If there is a need to prioritise places (for example, where a nursery is oversubscribed, or unable to operate at full capacity), priority should be given to vulnerable children and children of critical workers, then 3- and 4-year-olds, in particular those who will be transitioning to reception, followed by younger age groups.  | All children are expected to return. We will revert back to procedures from autumn term.<br>Updates given to staff including meetings/written updates                  | SLT/JW       |  |
|  | 2.2    | Contact parents / carers of pupils, and staff, to ascertain if there are any changes to / new medical or SEND needs so that staff rotas, ratios, medical, SEN and first aid needs etc. can be assessed. This will include re-assessing any staff or pupil needs / issues already identified on an individual staff or pupil risk assessment that may affect their ability to return or require further adjustments to be made.   | CEV staff and pupils reviewed Feb 21 and not to return until end March<br>System in place for any additions if parents contact school<br>WASPs updated where necessary | SB/SM/JW/SLT |  |
|  | 2.3    | Where pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver the curriculum for the pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice. | No dual reg children at present - March 21<br>One child attends two nursery settings and systems in place to communicate between the two if necessary.                 | JW/JD        |  |
|  | 2.4    | Secondary pupils not undergoing testing should attend school in line with their school's phased return arrangements. Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result.  |  |              |  |

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|   | 2.5 | Identify which / how many staff will be able to return on the 8th March taking into account current illness and the recent extension of the numbers of people classed as CEV and advised to shield. This will help determine what staff are available and how pupils and staff can be grouped. Where possible, it remains the case that wider government policy advises those who can reasonably work from home do so, however, school leaders are best placed to determine the workforce that is required in school. Some roles, such as some administrative roles, may be conducive to home working, and schools should consider what is feasible and appropriate. The expectation is that those staff not attending school who are still able to work should do so from home where possible. | No teaching/class based staff are not returning due to Covid. All other absences are already planned for.<br>Will review with staff who are able to do any work from home but this is limited. | JW/SLT/SMT   |  |
|   | 2.6 | Consider that staff may still be supporting remote learning of pupils and that additional PPA time may be needed on staffing rotas to support this or support amended learning plans.   | Will discuss this with SLT/SMT and support where required on individual case by case basis   | SLT          |  |
|   | 2.7 | <b>Ongoing</b><br>Review ratios, rotas, medical and first aid needs on an ongoing basis.  | Always have sufficient first aiders on site  | SLT/JW       |  |
| <b>3.Updating pupil and staff details</b>                 | 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. Regular reminders to parents and system in place for informing staff of any amendments or additions            | Office       |  |
|   | 3.2 | Re-assess if IPRA's or PBSP's are needed or need to be altered given the full return to school and any altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRA's / PBSP's may need to be altered to reflect the current situation.   | 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. This is especially important at this time as many staff and pupils have been out of the setting for a considerable time.   | All staff have upto date list for class<br>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. It is recommended that the information school holds regarding pupils allergies / intolerances is cross checked with catering staff to ensure the correct / up to date information is available for both parties as schools return to full opening.  | All up to date and system in place for any new information   | SB           |  |
| <b>4.Assess activities / lessons which can take place</b> | 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.<br>PE/playtime equipment allocated to class where possible and cleaned in between if shared                       | SLT/JW       |  |

|  |            |   |   |           |  |
|--|------------|---|---|-----------|--|
| <b>5.Information to pupils, staff, parents / carers, visitors and contractors.</b> | <b>5.1</b> | Clear communication with parents / carers is essential from the school and the LA so they understand what schools can offer safely to their children. This should include informing parents / carers about any LFD testing programmes being undertaken in school for their children and the access to home testing kits for parents / carers / support and childcare bubbles. <a href="https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff?priority-taxon=774cee22-d896-44c1-a611-e3109cce8eae">https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff?priority-taxon=774cee22-d896-44c1-a611-e3109cce8eae</a> | Texts, newsletters,calls, emails, website used to communicate as appropriate  | JW/office |  |
|  | <b>5.2</b> | All persons likely to come onto the school grounds must be informed they must not attend if they are displaying any symptoms of Coronavirus, or if they are self isolating following Government Guidance for households with family members displaying symptoms.  | Posters, signs verbal confirmation when arranging visit, before entering and must read information/safeguarding leaflet before  | JW/office |  |
|  | <b>5.3</b> | 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 |  |
|  | <b>5.4</b> | Update behaviour and staff policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, pupils and parents. The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk e.g deliberately coughing or spitting on another person. Both staff and pupil policies may include the steps that could be taken if government guidance on social distancing and self isolating outside of the school is not being followed and this places other persons in the school at increased risk.  | 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 8th March 2021 opening - Risk Assessment - Version 5.06 - Section 2 Ongoing procedures and practices subject to regular review and change

| Area of control   | Control Measures   | Additional / altered measures / notes   | Implemented by : Initial | Date Completed |
|---|--|---|--------------------------|----------------|
| 6.Clinically extremely vulnerable and vulnerable staff and pupils | 6.1<br><b>Clinically Extremely Vulnerable persons, Clinically Vulnerable persons, and staff at higher risk (BAME, staff over 60, persons living with CEV / CV people).</b>   |   |                          |                |
|   | 6.1.1<br>Staff - From 1st April 2021 CEV staff are no longer advised to shield and can return to the workplace. Government advice is currently that everyone is advised to continue to work from home where possible, but if staff cannot work from home they should now attend the workplace. Employee risk assessments e.g WASPs must be reviewed for all Clinically Extremely Vulnerable staff before they return to the workplace to ensure it is as safe as possible. This should include considering if it is possible for the member of staff to continue to work from home, or whether reasonable adaptations to their role would mean they could work from home or if additional control measures are required. For example :<br>o can certain activities / tasks be carried out at home to reduce time on site ?<br>o can a lower risk role be carried out for all / some of the time ?<br>o travelling at non peak times if using public transport,<br>o face masks / face shields / perspex screens in class,<br>o additional PPE such as aprons / gloves.<br>Staff that were advised to shield in the February expansion of the shielding programme that did not have an individual Covid risk assessment should have one carried out now before they return to the setting in line with the above considerations. Schools can seek advice from Occupational Health if there has been a significant change in an individual's health and medical advice is required. The progress of the vaccination programme, wider use of face coverings in schools, along with LFD testing programmes in schools, for parents / carers, for household members of school staff and in other workplaces, are all additional control measures that are now in place since shielding re-commenced in January 2021. This should be reflected in the individual risk assessment. It is recommended staff are encouraged to take part in the vaccination and LFD testing programmes if they are able to.<br>Pupils -The advice for pupils who remain in the clinically extremely vulnerable group is that they can return to school from 1st April 2021 unless they are under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting. | CEV staff member shielding to end March 21(has had first vaccine)<br>Previously shielding member of staff been removed from list for shielding by doctor but has restricted duties as advised by GP - WASP updated (has had first vaccine)<br>CV staff WASPs updated where appropriate<br>Pregnant member of staff to work from home until her maternity leave starts PPE such as masks to be worn at times e.g at beginning/end of day when parents collecting children. Visors when covering classes.<br>Aprons/gloves if providing intimate care<br>IPRA updated as required<br>School is following guidance on Sal Tariqs update March 21 to support staff who do not want the vaccine when offered | JW/SM                    |                |
|   | 6.1.2<br>Some pupils or staff who are no longer required to shield, but are still generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in March (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. Schools can seek advice from Occupational Health if there has been a significant change in an individual's health and medical advice is required.   | Amended   | JW/SM                    |                |

|   |       |  |   |                  |  |
|---|-------|--|---|------------------|--|
|   | 6.1.3 | All staff should follow the measures set out in the system of controls in this risk assessment to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. CEV, CV and staff at higher risk should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children/adolescents. Schools should be as flexible as possible in how members of staff in these categories are deployed e.g., placing them in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE.   | Agreed with those in roles where home working possible to do so as appropriate. Will be continually reviewed.All staff expected to return to school 8th March.<br>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.<br>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.<br>SD from children where possible should be | JW/SLT           |  |
|   | 6.1.4 | Staff who live with someone who is CEV but who are not CEV themselves, can still attend work where home-working is not possible and they should ensure they maintain good prevention practice in the workplace and home settings, unless they have been advised otherwise by an individual letter from the NHS or a specialist doctor. Staff who live with those who are CV can attend the workplace and they should ensure they maintain good prevention practice in the workplace and at home. People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. People who live with CEV or CV persons should have their COVID risk assessment reviewed to see if additional control measures such as staggered start and finish times to avoid rush hour, working in lower risk roles / with lower risk year groups, additional PPE, working with smaller group sizes than full classes, changing clothes / showering on return home could be put in place. | 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 |  |



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| 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.<br>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. Alternatively you can contact the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams. Inform DCS Alert using form PCIF 01. routine publish 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/l-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   |                  |  |

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|   |      | <b>Useful information on self isolating</b>   |  |           |  |
|   |      | <b>Follow the guidance in 2021 Bulletin 09 - COVID 19 and CF50 if you have reasonable evidence that a member of staff has contracted Covid-19 through their work activities.</b>  | Bulletin read and in Covid file  |           |  |
|   |      | <b>Follow the guidance in the simple flowchart for cases - these are all available on Leeds For Learning.</b>   |  |           |  |
| <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 / visitors 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 since 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     |  |

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| 10.Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.) | 10.2  | Pupils and staff should wash their hands with soap and running water for at least 20 seconds on entering their allocated area and at regular intervals throughout the day, particularly after going to the toilet, touching faces, coughing or sneezing, learning outside and before and after eating. Paper towels should be available for drying hands. Hand sanitiser could be utilised where handwashing is not practicable or possible. Staff working with children and young people who spit uncontrollably may want more opportunities to wash their hands than other staff, or, children and young people who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may need more opportunities to wash their hands than children and young people who do not. | 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 |  |
|   | 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<br>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   |              |  |

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| 11.Cleaning | 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 |  |
|             | 11.1.5  | Shared materials and surfaces should be cleaned and disinfected more frequently. Malleable materials for messy play can be used provided they can be handled by a consistent group of children of and that no one else outside this group can come into contact with it. Alternatively single user alternatives can be used. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - regularly in accordance with the manufacturer's instructions, where applicable. Children and staff should wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group. | 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  | There is no need for anything other than normal personal hygiene and washing of clothes following a day in school. Increased ventilation may make school buildings cooler than usual in cold weather so schools should consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.  | From 8th March children encouraged to wear uniform again and follow guidance in DFE update about washing, information shared in newsletter/website                           | 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.   | Cleaned after use/materials available  | 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   |  |                    |  |
|             | "Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the: pupil's ability to distance, the layout of the building and the feasibility of keeping distinct groups separate while offering a broad curriculum. | Bubbles separate throughout the day including lunch and breaks. In EYFS(nursery/Reception)where all children present form a bubble due to nature of provision. SD between staff to be maintained and between older children where possible.  | SLT  |                    |  |

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|               | <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible. When using larger groups, the other measures from the system of controls become even more important to minimise transmission risks and the numbers of pupils and staff who need to self-isolate.</p> <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Using small groups can restrict the normal operation of education and present educational and logistical challenges.</p> <p>You will need to consider the cleaning and use of shared spaces, such as playgrounds, dining halls and toilets, and the provision of specialist teaching and therapies. Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Whatever the size of the group, they should be kept apart from other groups where possible.</p> |  |           |  |
| <b>12.1</b>   | <b>Corridors and Circulation Spaces</b>   |  |           |  |
| <b>12.1.1</b> | <p>Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. This may be by class group, year group or phase depending on the age of the pupils, the school layout, the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school. In secondary schools, particularly at KS 4 and KS 5, this is likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in KS 3 schools may be able to implement smaller groups the size of a full class.</p>  | 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> | <p>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.</p>  | 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> | <p>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.</p>   | <p>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.</p> <p>Staff delivering virtual lessons do so, including planning in own empty room. The same staff remain with bubbles as far as possible.</p> | SLT/SMT   |  |
| <b>12.2.2</b> | <p>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.</p>  | Bubbles separate throughout the day including lunch and breaks in own rooms/playgrounds. SD encouraged with older children   | SLT/SMT   |  |

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| 12. Bubbles / Social Distancing | 12.2.3  | Classrooms desks (if in use) should be laid out to enable staff and pupils to move around the room safely and be facing forward or side by side wherever possible and pupils allocated designated desks / spaces where possible / practicable. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.  | Year 2-6 have allocated desks. Forward facing. Spare furniture removed where possible   | teachers                 |  |
|                                 | 12.2.4  | Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.  | EYFS/year 1 have own systems  | teachers                 |  |
|                                 | 12.2.5  | For older year groups consider locating staff members at designated points where possible.   | Teacher has allocated desk, support staff if possible   | teachers                 |  |
|                                 | 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). You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for specialist teaching, wraparound care, and transport. Siblings may also be in different groups.   | 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 subject specific lessons, 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. All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible. | 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>   |   |                          |  |

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| 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          |  |
| 12.6   | <b>Toilets</b>  |  |                            |  |
| 12.6.1 | As far as possible allocate different groups their own toilet blocks if the site allows for it. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. The use of hand sanitiser stations outside / inside toilets may assist with this as pupil volumes increase. Where possible use of toilets should be as close to their learning base or on a rota with social distancing observed if groups have share / mix e.g. staff toilets, shared toilets off corridors / between classrooms.  | 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 |  |
| 12.6.2 | Limit the number of children or young people who use the toilet facilities at one time.   | Bubbles  | all staff                  |  |
| 12.6.3 | Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).  | sanitiser available  | All staff                  |  |
| 12.6.4 | Where possible staff should use the staff toilets as close to their work areas as possible and follow social distancing guidelines when moving to / from them.  | Only one set for rec to year 6 staff. Nursery and school kitchen use own.  | All staff                  |  |
| 12.6.5 | For older pupils and staff toilets it is good practice for pupils and staff using the facilities to wipe down door handles, toilet seats and flush handles after use with an anti-viral wipe following a "If You Use It – Wipe It" principle.   | Staff also wipe between bubbles. Policy applies to staff and HT cleans regularly throughout the day  | All staff/pupils           |  |
| 12.6.6 | Signage to the backs of toilet doors and above sinks could be provided to remind pupils and staff to wash their hands and follow the "If You Use It – Wipe It" principle (for older pupils, staff and visitor facilities). Provide bins for the disposal of wipes if not already in place. For shared staff toilets you could use laminated engaged / vacant signs or other markers on the outside door that staff change appropriately to limit the number of staff using them at any one time. These would relate to the number of users allowed at any one time. | posters used in all WCS  | SLT                        |  |
| 12.7   | <b>Assemblies / Collective Worship</b>  |  |                            |  |
| 12.7.1 | Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' or a large bubble e.g. year group, 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                        |  |
| 12.7.2 | If collective worship is required this should be carried out following the guidelines on social distancing, spacing, occupancy and keeping staff and pupils in their discrete groups. It may be possible to carry this out in the areas each group is based.  |  | SLT                        |  |
| 12.8   | <b>Staff areas</b>  |  |                            |  |

|  |        |   |  |                       |  |
|--|--------|---|--|-----------------------|--|
|  | 12.8.1 | Staff rooms and offices should be re-arranged to have 2m gaps between seating and work stations and / or stagger breaks / lunchtime or use a rota for common resources and areas to limit staff numbers using the area at any one time. Staff should observe social distancing in these areas. 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                |  |
|  | 12.8.2 | Consider creating additional staff break areas to limit use and aid with social distancing and consider limiting the number of staff that can be together to work outside the classroom / take breaks together.   | Spare rooms available including empty classrooms and large open, ventilated corridor, year group breaks staggered  | SLT                   |  |
|  | 12.8.3 | For shared touch points e.g door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers, keyboards etc follow the "If You Use It – Wipe It" principle with anti-viral wipes.  | Products available, cleaning schedule also in place  | all staff             |  |
|  | 12.8.4 | Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).  | Use it wipe it encouraged. Personal lunch bags encouraged  | all staff             |  |
|  | 12.9   | <b>Communication</b>  |  |                       |  |
|  | 12.9.1 | It is recommended that staff share mobile phone numbers and communicate via these between groups where possible or that school phones or walkie talkies are used to minimise movement between groups. If staff need to communicate outside their groups they should observe social distancing.  | 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 ant-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             |  |
|  | 15.1   | <b>Ventilation</b>  |  |                       |  |



|                     |                        |  |  |              |  |
|---------------------|------------------------|--|--|--------------|--|
| 15.General controls | 15.1.1                 | Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. External opening doors may also be used (as long as they are not fire doors and where safe to do so) Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.   | Doors open where possible and safe. Doors to be closed 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    |  |
|                     | 15.1.4                 | To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: opening high level windows in preference to low level to reduce draughts, increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused), providing flexibility to allow additional, suitable indoor clothing, rearranging furniture where possible to avoid direct drafts, Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.   | 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    |  |
|                     | 15.1.5                 | 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     |  |
|                     | 15.2                   | <b>Learning Outside</b>  |  |              |  |
|                     | 15.2.1                 | Learning outside is encouraged wherever possible, following social distancing and hygiene guidelines. Suggestions and Learning Outside the Classroom guides and advice can be found on Evolve.   | Outside learning ideas available where space is available. EYFS/year 1 use individual playgrounds  | teachers     |  |
|                     | 15.3                   | <b>Medical Needs</b>   |  |              |  |
|                     | 15.3.1                 | Staff should be made aware of any medical conditions / needs of the pupils they are caring for e.g. allergies, asthma etc. and devices such as epi pins and inhalers should be available wherever the pupil is. Ensure staff are trained in their use.   | All medical info shared, identified member of office staff to ensure records/staff updated if necessary  | SB/SM/JW/SLT |  |
|                     | 15.3.2                 | 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           |  |
| 15.4                | <b>Water fountains</b> |  |  |              |  |

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|                              | 15.4.1 | Water fountains in shared pupil areas should be taken out of use.  | water dispensers only used by adults/use jugs to fill bottles  |                   |  |
|                              | 15.4.2 | Water bottles can be filled up from the taps in classrooms by a member of staff so long as the water is potable (drinking) water. Sanitisation of hands and bottle before and after is required. For older pupils self re-filling can be undertaken under supervision. Schools should take steps to limit the use of single-use plastic water bottles.   | Staff refill bottles/bottles sanitised using sterilising solution at least weekly  | class based staff |  |
| <b>16.Educational Visits</b> | 16.1   | Off site educational visits are not allowed at this time, however, in line with the government roadmap, should step 2 commence as planned, schools can resume educational day visits no earlier than 12 April 2021. In line with the roadmap, domestic residential educational visits should not take place until at least step 3 has been initiated and no earlier than 17 May 2021. Should step 3 commence as planned, schools may undertake domestic residential education visits, that are already booked, no earlier than 17 May. Schools may begin planning for new domestic residential educational visits to take place after 17 May 2021 at the earliest, however, schools are advised not to enter into any new financial or contractual commitments at this stage. This advice will remain under review and be updated at the earliest opportunity. | Amended 19/04/2021   | JW                |  |
|                              | 16.2   | When visits can recommence they should be done in line with protective measures, such as keeping children within their consistent groups, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits schools should complete the Day Visits risk assessment along with any venue specific assessments.  | Visits would not begin before staff briefing by EVC/SLT  | JW/SLT/EVC        |  |
|                              | 16.3   | From 12 April 2021 schools can resume making use of outdoor spaces in the local area. This should be done in line with protective measures, such as keeping children within their consistent group, and any coronavirus (COVID-19) secure measures in place at the destination. In such situations, pupils and staff should be able to safely adhere to social distancing with members of the public.  | Amended 19/04/2021   | JW                |  |
|                              | 16.4   | From 8 August 2020, face coverings have been required by law to be worn in a greater number of public indoor settings including: museums, galleries, cinemas, places of worship, and public libraries. Face coverings do not need to be used by children under the age of 11 or those who may find it difficult to manage them correctly. <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               |  |
|                              |        |  |  |                   |  |

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| 17.PPE for staff and pupils | 17.1  | <p>Secondary / SILC settings - Schools teaching pupils in Year 7 and above should ensure staff, visitors and pupils wear face coverings in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas. Face coverings do not need to be worn by pupils when outdoors on the premises although it is recommended in high density outdoor areas where social distancing is difficult. In addition, it is now recommended that face coverings are worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. Primary / Nursery Settings - in primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. Face coverings are required at all times on public transport (for children over the age of 11). If staff have to work in close contact with pupils e.g. to supervise science experiments, D&amp;T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves. It is strongly recommended by LCC that staff and visitors in settings teaching Year 6 and under wear face coverings in all communal areas. Face shields offer staff an additional level of protection when working in classrooms with pupils where face masks are not recommended by the government. Alternatively other transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). Outside of classroom areas staff should wear face masks or other appropriate face coverings instead of, or in addition to, face shields, unless there is a medical reason why a face shield is more appropriate.</p> | <p>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.</p> | 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  |                            |  |

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|                               | 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. Staff Wellbeing           | 18.1 | Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. As staff may feel anxious about being in school and the number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.             | 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 the school opens fully. Where staff have been out of school for a considerable time this may take longer.   | N/A all staff been in school throughout  | SLT              |  |
|                               | 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 availability 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 |  |

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| <b>20.Lettings / Meetings / Visitors</b> | <b>20.1</b> | There will be occasions when visits to the setting are necessary, but settings should limit these to essential visits only to avoid visitors entering their premises, wherever possible and use remote means. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site. Lettings should only continue if the activities are in line with those permitted under the lockdown. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene, face coverings and control measures are explained to visitors on or before arrival. Face masks or appropriate face coverings should be worn by visitors whilst on site.  | Both lettings cancelled during national lockdown<br>visitors follow guidelines of school and own agency   | SLT/SM/office/CL    |  |
|  | <b>20.2</b> | In instances where settings need to use other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually. Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. They can also participate in schools' rapid testing programmes where these have been established and the school has capacity to include them.   | All visitors made aware of systems and on first visit read safeguarding info which has been updated for COVID<br>Lettings cancelled for rest of the year      | SLT/SM/office/CL    |  |
|  | <b>20.3</b> | A separate toilet facility could be identified for the sole use of visitors whilst on site as close as possible to the area of work / their access point into the building and cleaned after their time on site has ceased and before being used by the school again. If this can't be established then inform visitors of the "If You Use It – Wipe It" principle. There is a legal requirement to provide hygiene facilities for drivers visiting the site e.g. Delivery drivers, minibus drivers.   | Not available Staff ones used and cleaned   | SLT/SM/office/CL    |  |
|  | <b>20.4</b> | School should still follow procedures for controlling access / security whilst visitors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days..   | Signing in system   | SLT/SM/office/CL/DT |  |
|  | <b>20.5</b> | Sports lettings are currently restricted under the new lockdown requirements and can only take place if for elite sportspeople (and their coaches if necessary, or parents/guardians if they are under 18) - or those on an official elite sports pathway - to compete and train. From 29th March 2021 'organised sports' can take place outside so schools can also re-commence lettings to such groups. 'Organised' sport, is one which is formally organised by a qualified instructor, club, national governing body, company or charity and follows sport-specific guidance. They must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Toilets can be accessed. Guidance and a list of NGB whose rules have been approved can be found in : Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events - GOV.UK (www.gov.uk)From 12 April 2021 lettings can be extended to include indoor disability sport activities and indoor supervised sport and physical activity for under-18s (including those who were under 18 on 31 August 2020 and should be limited to 15 participants). | Letting cancelled during lockdown. From 10th May Majorettes will resume as they only use very limited areas and have clear procedures for cleaning after use. | JW/LS               |  |

|                                     |             |  |   |           |  |
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|                                     | 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. <b>From 12 April 2021 all parent and child groups, for the benefit of children under 5 years of age, can meet indoors and outdoors with up to 15 participants (children under five are not counted in the number). Group singing can take place. Taking account of the evidence about singing and COVID-19, singing is considered safer when limited numbers of people sing together. Where the singing is to take place outdoors no more than 6 adults, including the group leader, should sing at any one time along with the children aged under 5. Groups larger than 6 adults should be broken up into smaller groups of no more than 6 adults and follow the guidance above. The same groups should be maintained for the duration of the session. Where singing is to take place indoors, no more than 6 adults in the room, including the group leader, should sing and singing should be limited to the same 6 adults for the duration of the group session. Good ventilation with fresh air should be maintained throughout the session. In addition the guidance below in section 32 should be followed.</b> |   |           |  |
|                                     | 20.7        | In Early Years settings Parents may continue to settle new children and settings may take new admissions in line with current guidance. Parents and carers are able to enter a setting to help their children adapt to their new environment. Settings should ensure that parents and carers wear face coverings, if required, in line with arrangements for staff and other visitors to the setting, stay for a limited amount of time (ideally not more than an hour), avoid close contact with other children and are aware of the 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting a setting with their child. Other in-person visits from parents can take place if they are necessary. Settings should work with parents to ensure parents still have visibility of the childcare environment during this time, including through the use of remote visits, pictures and phone calls.  | New parents/children may book pre-visit before/after school and meet the staff/see the provision. They will wear face coverings/sanitise hands and maintain SD. |           |  |
| <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    |  |
| <b>23.Supervision at Lunchtimes</b> | <b>23.1</b> | 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   |  |
|                                     | 24.1        | 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 |  |

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| 24.Catering   | 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.  |  |                    |  |

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| <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<br>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   |           |  |



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| 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 | From 12 April, in line with the commencement of step 2 of the COVID-19 response – spring 2021, before and after school clubs, holiday clubs, wraparound care and extra curricular activities can be offered to all children, without restriction on the reasons for which they may attend. Both indoor and outdoor activities are now able to take place.   | BC/ASC available to those booked in Autumn term. Parents leave the children at the door for BC where the member of staff will register them, ensure they sanitise their hands and go through to BC. Parents collect from ASC from main entrance using buzzer and do not enter, waiting outside, children will be sent to them. Staff if they wish may resume after school sports/activity clubs/teams - will discuss SM 22/04/2021. RA and procedures will be in place for these if they happen. | 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. The relevant guidance on face coverings in section 17 should be followed depending on the age of children attending. <b>If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member. Outdoor sports and supervised activities for children are able to open without restrictions on attendance and activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</b> | 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 | <b>Schools should follow the principles in the school guidance and holiday and after school club guidance for extra curricular activities and clubs : 1) keeping children in the same bubbles they are in during the school day, 2) if this is not possible - keeping children in consistent bubbles for these activities, 3) limiting the number of after school activities a pupil attends, 4) carrying out activities outside where possible. Music, performing arts, dance and sporting activities should be carried out in line with sections 32 and 33 below.</b>   |  | LIW/LS       |  |

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| <b>32. Music and Performing Arts - for detailed guidance follow <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></b> | <b>32.1</b> | <p>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>.</p>   |  | DL/staff |  |
|   | <b>32.2</b> | <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained. <b>unless significant space, natural airflow and strict social distancing and mitigation can be maintained as detailed in 32.3.</b></p>  |  | DL/staff |  |
|   | <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>  |  |          |  |

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|  | <p>32.5</p> <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.</p> <p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands). <b>and always between users.</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. Limit handling of music scores, parts and scripts to the individual using them.</p> <p>Instruments should be cleaned by the pupils playing them, wherever possible. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible. In addition, in individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.</p> <p>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p> |   | DL/staff    |  |
|  | <p>32.6</p> <p>Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</p>  |   |             |  |
|  | <p>33.1</p> <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.</p> <p>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>  | 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 | TB/teachers |  |

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| 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.Both outdoor and indoor competition between different schools can now take place and should be organised in line with the above guidance. |   | 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. 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.  | 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.<br>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><br>YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary). Swimming - <a href="https://www.swimming.org/swimengland/pool-return-guidance-documents/">https://www.swimming.org/swimengland/pool-return-guidance-documents/</a>  | 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     |  |

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| <b>35. Shared Resources</b> | <b>35.2</b> | <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     |  |
|                             | <b>35.3</b> | <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         |  |
|                             | <b>35.4</b> | <b>Play equipment</b> - Indoor and outdoor play equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. If it cannot easily be cleaned after each bubble use throughout the day or kept for one bubble at all times you could consider allocating specific equipment to a specific bubble on a daily rota basis. Strict hand hygiene is essential if equipment is shared and users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.   | 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 |  |
|                             | <b>35.5</b> | <b>Classroom resources</b> - For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Reduce the use of shared resources e.g stationary, books etc . and allocate individual resources to pupils wherever possible. It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.  | Years 2-6 have general resources 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 |  |
|                             | <b>35.6</b> | <b>Early Years - Shared materials and surfaces should be cleaned and disinfected more frequently. Malleable materials for messy play can be used provided they can be handled by a consistent group of children of and that no one else outside this group can come into contact with it. Alternatively single user alternatives can be used. The malleable material for messy play (for example sand/water/mud) must be able to be used and cleaned - including being replaced - regularly in accordance with the manufacturer's instructions, where applicable. Children and staff should wash their hands thoroughly before and after messy play. Frequently touched surfaces, equipment, tools and resources for messy play should be thoroughly cleaned and dried before they are used by a different group.. Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.</b>  | EYFS to stop using malleable materials that are shared. Each year has own cleaning routines in place including sterilising equipment regularly and rotating.   |                   |  |

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|  | 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. Record Keeping   | 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 |  |
|  | 36.2 | 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 to not record times when pupils, staff and others are working together e.g small group intervention work, PPA cover, use a simple signing in / out system for the class / area or a simple activity / register record.  |  | 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), d) drivers and escorts regularly hand sanitising throughout the journey and after tasks such as helping a child board or handling a child's belongings, e) boarding the transport 'first in last out' and allocating specific seats where possible, f) maximising the ventilation of fresh air particularly through opening windows and vents, g) avoiding the use of face to face seating on home to school transport wherever possible and h) the use of face coverings for children 11 and over.<br>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<br>Bus cleaned after use including seats used and handles<br>Staff sit at least 2m apart, wearing mask at all times/ older children will be issued with masks and supported to use them appropriately<br>Only use bus for HV where it is not within walking distance.<br>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<br>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 | GCSEs, A and AS level exams will not go ahead this summer as planned. Schools undertaking mock exams / other exams should follow the advice below.   |  |                       |  |

|                                       |              |  |  |  |  |
|---------------------------------------|--------------|--|--|--|--|
| <b>38. AS, A level and GCSE exams</b> | <b>38.2</b>  | Collect and keep contact information for candidates and invigilators so that you can use it to identify close contacts if needed. This is particularly important for any external visitors, including any non-school staff assisting with exams, and candidates not on roll at the setting.  |  |  |  |
|                                       | <b>38.3</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. It is recommended 2m distance is achieved between candidates wherever possible. |  |  |  |
|                                       | <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> | As staff and pupils are unlikely to be able to be 2m apart at all times they would need to wear face coverings - for this reason it is recommended exams do not take place whilst the additional requirements for face coverings in classrooms / during activities is in place.  |  |  |  |
|                                       | <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>  | An 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 and pupils (where relevant) are encouraged to take part in the programme and provided with information, guidance and the opportunity to discuss any issues / concerns and raise questions.   | All information shared, discussed with staff in meetings, info on sharepoint | JW         |  |
|  | <b>39.3</b>  | Where relevant, pupils are being offered 3 lateral flow tests in the school on site testing site followed by regular twice weekly home testing on their return to school.  | shared wk beg: 25th Jan  | JW         |  |



**Section 4 - Home Mass Asymptomatic Testing for Primary and Nursery settings - daily serial testing for close contacts is not to be undertaken at the present time unless part of the NHS evaluation programme.**

| Area of control  | Control Measures   | Additional / altered measures / notes   | Implemented by : Initial | Date Completed |
|--|--|---|--------------------------|----------------|
| <p><b>Primary and School Nursery Settings - currently limited to twice weekly staff home tests. Guidance and Resources are available on the Primary School Portal - a link is available on the Leeds for Learning Health, safety and Wellbeing Home page. Through schools where the Primary / Nursery and Secondary bases are on the same site should follow the Secondary schools testing process if safe access is available to the Secondary testing area. If based on separate sites the Primary / Nursery process should be followed.</b></p> |  |   |                          |                |
| PT1. Organising the testing system.  | 1.1<br>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 fro staff to ask questions / raise any issues or concerns. As this may involve large groups of staff and be of some length it is recommended this is <b>not</b> done face to face to minimise the risk of transmission / potential contacts. | Available from 22nd January. Meetings 21/01/21 and 22/01/21 and staff not in one of meetings seen individually. Email sent sharing information and updates 25/01/21                               |                          |                |
|  | 1.2<br>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  | Meetings 21/01/21 and 22/01/21 letter and consent form available 25/01/21   | JW                       |                |
|  | 1.3<br>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.   | Consent forms required before issuing tests   | SLT                      |                |
|  | 1.4<br>Set up a system of recording the distribution of test packs and the results of testing carried out.   | 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                   |                |
|  | 1.5<br>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 :  | COVID Team - SLT/office staff   | JW                       |                |
|  | a) who is communicating with staff and addressing any personal issues / concerns with regards to testing they may have.  | COVID Team - SLT/office staff   | JW                       |                |
|  | b) who is distributing the correct number of kits to staff, ensuring staff have the right instructions and are signing for the test kits.  | COVID Team - SLT/office staff   | JW                       |                |
|  | 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.   | COVID Team - SLT/office staff   | JW                       |                |
| d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.   | COVID Team - SLT/office staff  | JW  |                          |                |
| e) who is managing the storage, stock control and re-ordering of test kits.  | COVID Team - SLT/office staff  | JW  |                          |                |
| 1.6<br>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.   |  | JW  |                          |                |

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|  | 1.7 | Set up a collection point in school for the distribution of the test packs - this should be a big enough space to allow social distancing for the numbers permitted to enter the space at any one time and be able to be secured to prevent unauthorised access e.g. the staff room. The temperature of the area should be between 2°C and 30°C . For schools with a screened reception desk with a secure office space this may be a suitable option so kits can be handed out via the screen. | Main corridor 10-2pm Friday. Individually if not working Friday - email sent all staff  | JW                            |  |
|  | 1.8 | The lot numbers of the testing kits provided should be recorded on arrival.   | COVID Team - SLT/office staff   |                               |  |
| PT 2. Storage and management of Testing Materials / Supplies for the Testing area. | 2.1 | Testing kits should be stored between 2°C and 30°C.   | Stockroom   | JW/LS                         |  |
|  | 2.2 | Storage areas should be lockable and access restricted to authorised personnel only.  | Stockroom   | COVID Team - SLT/office staff |  |
|  | 2.3 | Checks of supplies should be regularly undertaken to ensure there are adequate supplies of all relevant materials for the testing to be undertaken and stocks re-ordered as required.   | COVID Team - SLT/office staff   |                               |  |
| PT 3. Issuing tests  | 3.1 | The tests should only be offered to staff who attend the school setting and not those working from home. Staff are expected to sign for the receipt of their test kits.   | 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              |  |
|  | 3.2 | If you have regular contracted staff, therapists, volunteers on site e.g. cleaners and caterers, peripatetic teachers etc.. you could include them in your testing offer if the amount of kits you have been provided with allows for this. This would need to be done in consultation with the contractors / managers and test results would need to be shared between both parties. Those persons would be expected to follow the same procedures as your own staff.                          |   |                               |  |
|  | 3.3 | All staff consenting to testing should test twice a week as the tests work best when there is a high viral load. This will apply to part time and full time staff.  | Timetable in place  | SLT                           |  |
|  | 3.4 | It is recommended staff are given time slots for the collection of their test kits to avoid staff congregating in the area. You may wish to allocate a member of staff to deliver the testing kits to staff in where they are based. Staff distributing / collecting test kits must wear face masks / face coverings, maintain a 2m distance and hand sanitise before / after handling kits.  | Main corridor 10-2pm Friday. Individually if not working on allocated days  | COVID Team - SLT/office staff |  |
|  | 3.5 | When issuing test kits the issuer must complete the test kit log - see record keeping below.  | COVID Team - SLT/office staff using COVID laptop and recommended spreadsheet logs   | COVID Team - SLT/office staff |  |
|  | 3.6 | Test kits should be issued with the most up to date Instructions for Use leaflet (at this current time test kits may not have the most up to instructions included) . It is recommended staff are also sent a copy of this electronically and it is placed on the schools internal system (if there is one) so staff can still access the instructions if they loose the leaflet.   | Forms available and copied for everyone. New instructions available   | SLT                           |  |
| PT 4. Conducting the Tests   | 4.1 | Tests should be taken twice a week at intervals of 3 or 4 days apart e.g. Sunday and Wednesday or Thursday. Consider identifying set days for staff to undertake their tests. It is recommended one of the days is the first day they are in school each week / the day before. This may mean the same set day for all staff or different set days depending on the working patterns of staff.  | Timetable in place  | SLT                           |  |
|  | 4.2 | Consider the time consenting staff will take the test. This may be : a) in the morning to minimise the chance of being exposed to Covid after taking the test or (b) late afternoon / evening to enable time for the school to take action re close contacts / manage absences in the event of a positive LFT and for staff to have the time to re-take a test if they get void results.  | Timetable in place  | SLT                           |  |
|  | 4.3 | Staff that have had a positive PCR test in the last 90 days are exempt from taking a LFD test in the 90 day period after the PCR test. Full guidance for how this could be applied retrospectively can be found in Bulletin 06 2021. Staff that have had the Covid-19 vaccine can still take part in the LFT programme.   | Staff will be told this directly  | SLT                           |  |
|  | 4.4 | The LFD test kits should be stored between 2°C and 30°C. However the devices and reagents must be used between 15°C and 30°C during use so if they are stored somewhere colder than 15°C they should be moved to a room temperature area for around 30 minutes before use.  |   | staff                         |  |
|  |     | Staff should : a) wait at least 30 minutes after eating or drinking anything before starting the test. b) Not start their test if they have had a nosebleed in the last 24 hours - if this is the case they should inform the school and take a test when the 24 hours has elapsed if possible bearing in mind the need to take the 2 tests 3 / 4 days apart. If only one nostril has bled they can swab the other one.   |   | staff                         |  |

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|--|---|---|--|-------------------------------|--|
|  | 4.5   | c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.  |  | staff                         |  |
|  |   | d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy.  |  | staff                         |  |
|  |   | e) Wash their hands or hand sanitise before taking the test.  |  | staff                         |  |
|  |   | f) Use a clean, flat surface and, if doing more than one test, make sure they sanitise their hands each time.   |  | staff                         |  |
|  |   | g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.  |  | staff                         |  |
|  | 4.6   | If a test result is Inconclusive / Void the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. If both tests are void the member of staff should arrange to have a PCR test.  |  | staff                         |  |
| 4.7                                    | The testing solution is not toxic in the quantities provided and any spillages should be cleaned with a paper towel. If the solution included the throat and nose sample, the area should be appropriately disinfected using household disinfectant.  |   | staff  |                               |  |
| 4.8                                    | As soon as possible after a positive or negative result staff should upload their results to the NHS online at <a href="http://www.gov.uk/report-covid19-result">www.gov.uk/report-covid19-result</a> or by contacting 119. They must also inform the school via the identified route / at the identified time. | <b>Book test if positive then Report to School to one of COVID Team - SLT/office staff and then Track and trace</b>   | staff  |                               |  |
| 4.9                                    | Staff should report any issues with testing to the school e.g. unable to take the test, missing / broken / damaged items, unable to log results with NHS, void results. The school can monitor and / or then raise this with DfE helpline or 119 as identified in the How to Guide page 17.                     | To one of COVID team  | staff  |                               |  |
| PT 5. Test results and actions to take | 5.1   | <b>Positive result</b> - individual and their household should start self isolation straight away and the individual should get a PCR test to confirm the result.   | Book test if positive then Report to School to one of COVID Team - SLT/office staff and then Track and trace | staff                         |  |
|  | 5.2   | Only a very small proportion of people who do not have coronavirus will receive a positive result (false positive) from a LFT. For this reason household contact isolation and the tracing and isolation of close contacts of the positive case should take place at the point of a positive LFT and should not wait for the PCR test result.         |  | staff                         |  |
|  | 5.3   | If the PCR test is taken within 2 days of the LFD test and is negative the individual, household and close contacts can end isolation unless they have symptoms of Covid 19.  |  | staff                         |  |
|  | 5.4   | <b>Negative result</b> - individual and household can continue as normal unless they have symptoms of Covid-19.   |  | staff                         |  |
|  | 5.5   | <b>Inconclusive / Void result</b> the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. Relevant action will then be taken when a positive / negative result is obtained. If both tests are void the member of staff should arrange to have a PCR test.                        |  | Staff                         |  |
| PT 6. Record keeping / Reporting.      | 6.1   | Schools must keep records of : a) the consent forms and any withdrawal of consent, b) the test kits distributed (a test kit log) including staff signatures on collection and c) their own records of the results of tests.   | Consent forms Logs on COVID laptop   | COVID Team - SLT/office staff |  |
|  | 6.2   | Records must be kept in accordance with GDPR requirements.  |  | SM/JW                         |  |
|  | 6.3   | The test kit log and the test results register / log must be separate documents. There are samples of each in the templates section of the Primary School Portal. Schools can amend and tailor these to their own needs provided they still contain the data identified in the samples.   | Logs used are samples from portal  |                               |  |
|  | 6.4   | The data in the LFD test kit log should not be kept in the log for longer than 12 months from the date on which it is collected. Please note that the Department of Health and Social Care may request data from the test kit log at any time within the 12 month period.. The test results register should be kept for a month after the last entry. |  | SM/JW/LS                      |  |
|  | 6.5   | All positive results (even where a confirmatory PCR test is negative) should be reported as usual via the PCIF 01 Form to DCS Alert (DCS.alert@leeds.gov.uk).   |  | JW                            |  |
| PT 7. Waste Disposal                   | 7.1   | Tests can be disposed of in the waste bags provided in the test kit and then put in with the general household waste.   |  | Staff                         |  |