



### Managing Covid 19 in Schools for September 2020 opening - Risk Assessment - Version 3.2

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
1. Building Management / readiness	<b>1.1 If your site has been closed over the summer break inspect the site for :</b>	Site not fully closed: staff on site		
	<b>1.1.1</b> Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure	Weekly checks undertaken		
	<b>1.1.2</b> Damage to the building and fixtures and fittings	Weekly checks undertaken		
	<b>1.1.3</b> Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...	Weekly checks undertaken		
	<b>1.1.4</b> Rodent activity and/or infestations - commissioning of pest control may be required	Weekly checks undertaken. Pest control contract in place.		
	<b>1.2 Operational checks (to ensure good working order) to be carried out on :</b>			
	<b>1.2.1</b> Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.			
	<b>1.2.2</b> Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.			
	<b>1.2.3</b> Emergency lighting			
	<b>1.2.4</b> Gas supplies including science laboratories and kitchens			
	<b>1.2.5</b> Kitchen equipment			
	<b>1.2.6</b> Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms	Kitchen cooker hood fully serviced over summer break	SM	20/07/2020
	<b>1.2.7</b> Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy	Full Legionella audit over summer break	SM	16/07/2020
	<b>1.2.8</b> Water systems to look for leaks and ensure there is provision of hot water	Weekly		
	<b>1.2.9</b> Windows, doors and gates including electronic gates and doors			
	<b>1.2.10</b> Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.	All PPE for new term purchased	SM	20/07/2020
	<b>1.2.11</b> Equipment used on site e.g floor cleaners, photocopiers, whiteboards (servicing should be in line with the manufacturer's/provider's requirements).			
	<b>1.3 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		
<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		
<b>1.3.10 Tree surveys</b> (if the scheduled inspections have not taken place in the last 12 months);	Up to Date	SM		
<b>1.3.11 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		

	<b>1.4</b>	<b>Cleaning of the premises</b>			
	<b>1.4.1</b>	Thorough cleaning is not required if no-one has been into the premises during the summer break. However, if someone goes into the premises within 3 days before the date of reopening, any areas accessed by that person must have a thorough clean of touch surfaces.	All classrooms/general areas will have touch surfaces wiped with disinfectant Friday 4th September and school shut to all staff except for cleaning staff.		
	<b>1.4.2</b>	If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.			
	<b>1.5</b>	<b>Supplies</b>			
	<b>1.5.1</b>	Ensuring you have adequate supplies of hand sanitiser, soap and hand towels / drying facilities in kitchens, toilets and at sinks to allow for the larger numbers of students and staff on site and the increased amounts of cleaning required.	Stock take and Large order made July 20 and supplies where necessary bought from shop		
	<b>1.5.2</b>	Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.	disposable aprons/gloves for cleaning. PPE for those who require it purchased		
	<b>1.5.3</b>	Identify if you have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly and action where necessary.	Sanitiser stations at main entrance for staff/visitors entering and leaving the building. Sanitisers available for all classes		
<b>2. Assessing staff and pupil numbers to assist in plans for opening</b>	<b>2.1</b>	Consider phasing the re-opening of the school to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. It is important to consider that plans are from the beginning of the Autumn Term. Allowing time to review plans and carrying out regular review means that schools can judge how all pupils and staff can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing or having to revise provision and plans several times. This is particularly important as many pupils and staff have been out of school for several months and may be unfamiliar with new systems and plans. Ensure adequate time is allowed for pupils and staff who are new starters e.g reception, Year 7, Year 12 as they may take longer to become familiar with the setting and procedures.	All staff(except two sheilding) including teachers/support staff/cleaning staff have been in school and are very familiar with measures taken since lockdown. Parents consulted informally and support return considering measures a success during summer term. Have had increasing numbers of children since June 1st. Cleaning supplies purchased for the full return and procedures have been continually with staff where needed. Full return planned on 7th and plans have been shared with staff including a session on TD 20th July. Plans will be continually reviewed in daily SLT/weekly SMT and staff meetings		
	<b>2.2</b>	Contact parents / carers of pupils and staff to ascertain if there are any changes to / new medical or SEND needs so that rotas, ratios, medical, SEN and first aid needs etc can be assessed. This will include assessing any staff or pupil needs / issues already identified on an individual staff or pupil risk assessment that may affect their ability to return or require further adjustments to be made.	Parents newsletter/calls to children with more serious conditions. Staff asked on regular basis. IPRA to be reviewed in Septmeber with parents. WASPs to be updated with staff for September. All office staff first aid trained including one 3 day July 20		
	<b>2.3</b>	Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child or young person. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact.			
	<b>2.4</b>	Consider that if there is a positive case in school that staff and pupil numbers may be affected.	Plans in place have staff including SLT who are non class based who can support.		
		<b>Ongoing</b>			
<b>2.7</b>	Review ratios, rotas, medical and first aid needs on an ongoing basis.	Weekly SLT/SMT meeting.			

3.Updating pupil and staff details	3.1	Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.	Ongoing collection of data for children of KW/FSM opportunities to update records. Calls to identified families July/August to confirm medical information/details. September a new contacts form to be completed for all children.		
	3.2	Re-assess if IPRA's or PBSP's are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRA's / PBSP's may need to be altered to reflect the current situation.	Plans to be updated by SLT and shared with parents		
	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.	Updated class lists will include all relevant information and will be shared for 7th Sept		
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Updates/review will be conducted with kitchen staff and new paperwork from Leeds Catering will be used for new children.		
4.Assess activities / lessons which can take place	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35 below.			
	4.2	It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.	Children will not be allowed to bring toys/stationary. PE kits allowed to be worn or younger children will do in school uniform. All to wear suitable footwear. Phones only allowed if older children travel by themselves to school. All belongings to be kept in class and communal cloakrooms not to be used at the moment. Info shared in parents' newsletter July 20		
	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.	PE timetable. No dining hall in use. All activities to be completed in class where possible. No sets		
		<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.	Weekly reviews SLT/SMT/staff		
5.Information to pupils, staff, parents / carers, visitors and contractors.	5.1	Clear communication with parents / carers is essential from the school and the LA so they understand what schools can offer safely to their children.	Daily at doors. Weekly newsletter/website/emails/texts if needed		
	5.2	All persons likely to come onto the school grounds must be informed they must not attend if they are displaying any symptoms of Coronavirus, or if they are self isolating following Government Guidance for households with family members displaying symptoms.	Posters/information leaflets for visitors/parents newsletters/website info		
	5.3	This may be by newsletters, letters, emails, signs etc...			
	5.4	Update behaviour and staff policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, pupils and parents. The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk e.g deliberately coughing or spitting on another person. Both staff and pupil policies may include the steps that could be taken if government guidance on social distancing and self isolating outside of the school is not being followed and this places other persons in the school at increased risk.	Updated guidance/policies. Information shared with parents in newsletter/website. Work with children in class/discuss expectations(both school/LA and national) Information shared with staff in meetings/TD/newsletters/policy updates		
	6.1	<b>Clinically Extremely Vulnerable persons. (Category 1), Clinically Vulnerable persons (Category 2), BAME, males over 60 and pregnant staff.</b>			

6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1.1	Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that staff and pupils who will remain on the shielded patient list can also return to their setting, as can those who have family members who are shielding. It remains the case that wider government policy advises those who can work from home to do so. Government advice is that this will not be applicable to most school staff, but where a role may be conducive to home working,e.g some administrative roles, school leaders should consider what is feasible and appropriate. IPRAs and employee risk assessments e.g WASPs must be carried out for all Category 1, 2 and 3 staff who are now returning to work before they return to ensure it is as safe as possible. OH can assist with medical advice for staff.	No staff can work at home full time and due to increase to full numbers need to be in school if they can. WASPs to be updaed for September.		
	6.1.2	Some pupils or staff who are no longer required to shield, but are still generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. OH can assist with medical advice for staff.	Sheilding staff to consult their doctors. School to contact parents of affected children July/August		
	6.1.3	Schools should be as flexible as possible in how members of staff previously in these categories are deployed to enable them to work remotely where possible ( for staff previously in category 1), in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE (for staff previously in categories 1,2 and 3).	See WASPS Consulted H and S 16th July		
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.	Posters/newsletters/website		
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .			
	8.1	All persons who develop Coronavirus symptoms (however mild) in between attendance times or whilst on site, should follow government guidance on selfisolating (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. It is anticipated settings will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a pupil or to staff members who have developed symptoms at their setting where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.			
	8.2	Whilst awaiting pick up persons should be isolated in a separate area with a closed door (and preferably an open window). Pupils will need to be supervised whilst this takes place. Consider if you can set aside a separate room to be available for potential isolation of staff and pupils. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	Back office(no window that opens) staff can be 2m away if possible. Has sink/access to PPE		
	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.	IIR/PPE masks purchased. Posters of how to use masks to show correct use		
	8.4	Where the <b>initial</b> child, young person or staff member with symptoms tests <b>negative</b> , they can return to their setting and the fellow household members can end their self-isolation. Where a <b>contact</b> traced child, young person, or staff member tests negative following the development of symptoms they will need to continue self -isolating until 14 days after symptoms have started. Fellow household members can end their self-isolation.			

<b>8.Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site</b>	<b>8.5</b>	Where the child, young person or staff member tests <b>positive</b> , contact PHE for advice around which bubble(s) should be collapsed and staff and pupils sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. Inform DCS Alert.			
	<b>8.6</b>	If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice.			
	<b>8.7</b>	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.			
	<b>8.8</b>	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.	Cleaning staff on site throughout the day. Cleaning equipment available in every room		
	<b>8.9</b>	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.	ASC WC		
	<b>8.10</b>	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.	Spare CR available. Hall could be used/corridor		
	<b>8.11</b>	Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).			
		<a href="#">Follow the guidance in Bulletin 12 - COVID 19 and CF50 if you have reasonable grounds to suspect a member of staff or pupil has contracted Coronavirus through attendance at school.</a>	All documentation in a file in main office for reference		
		<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>	Flowchart displayed in office		
		<b>Useful information on self isolating</b> <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a>	Website links		
	<b>9.1</b>	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.	See timetable/plan		

<b>9.Controlling access into the school for staff, pupils and members of the public.</b>	<b>9.2</b>	Open as many access points into the school grounds during drop off and pick up as possible to assist with social distancing and enabling ease of access for larger numbers of pupils.				
	<b>9.3</b>	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.				
	<b>9.4</b>	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 for exit/entry. Staff on duty at Nur/rec/yr1/yr2 doors and SLT at all other key points. Doors then closed when all children in Internal doors open where possible and staff identified to close in case of emergency. Cleaning rota includes regular disinfecting of handles			
	<b>9.5</b>	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.	Newsletter with expectations. Signs. Staff on duty every AM/PM Markers at doors			
	<b>9.6</b>	Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.	newsletter with expectations.			
	<b>9.7</b>	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.	Newsletter. Set times for card payments. Phone call booking/consultation offered. SLT outside every AM/PM to address as many concerns/answer any questions			
	<b>9.8</b>	Staff should access and exit through the closest entrance to the area they will be based in.	Not possible as doors not openable from outside.			
	<b>9.9</b>	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.	Not changed, normal restrictions apply for deliveries. Contractors/visitors need to read/sign read new information leaflet			
	<b>9.10</b>	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.	Written Plans shared			
	<b>9.11</b>	Ensure that staff working in the reception area / office are protected from face to face contact e.g via the use of screens. Staff in open reception areas may require face coverings or face shields if screens cannot be provided.	Markers indicating safe distance from hatch. Screens purchased			
	<b>10.Handwashing and hand sanitisers</b> (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	<b>10.1</b>	Have hand wash stations or hand sanitisers at entrance points to the building and get staff, visitors and pupils to use them on entry.	Main entrance has sanitisers for entry and exiting by staff/visitors Sanitiser available in all classes for staff/children		
<b>10.2</b>		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.	Guidelines/expectations shared with staff/children/parents. Newsletters/posters paper towels purchased. Sanitiser in all classes			
<b>10.3</b>		If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.	Sanitiser in all classrooms			
<b>10.4</b>		All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.	Sanitiser at main exit Children to wash hands or use sanitiser as leaving			
<b>10.5</b>		Tissues should be available in all group areas and should be single use only and binned after use.	Tissues/Lidded bins provided in all rooms. Posters			
<b>10.6</b>		Any waste products used by staff or pupils that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route. NB the virus cannot survive on a surface for more than 72 hours according to current guidance.				

	10.7	In addition staff are to wash hands or use hand sanitiser on entry to staff rooms, before and after preparing food and drinks, and before leaving.	Sanitiser dispenser at staffroom entrance and in FSR		
	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.	Sanitiser for children id foaming so can be seen and staff can supervise children and see it has been rubbed in. Wipes are available if needed for specific children		
	10.9	Sanitising products should be non alcohol based in areas where there may be sparks or naked flames e.g science labs, kitchens and some D&T rooms.			
11.Cleaning	11.1	<b>General Cleaning</b>			
	11.1.1	Cleaning should be carried out using standard cleaning chemicals/disinfectant and / or anti-viral wipes and sprays. Guidance is available in <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>	Document in file. All products purchased and full bucket of equipment is available in each room and is replenished as needed. <b>Need to buy more lidded bins</b>		
	11.1.2	Have a dedicated provision of cleaning products in each classroom / work area in use containing hand sanitisers, anti – viral wipes / sprays, paper towels, soap, tissues e.g in a container like a storage box, workbox etc so it is easy to pick up and move around the space as required. These should be stored out of reach of pupils. Depending on the layout of spaces and in order to aid social distancing more than 1 bin may be needed in each room i.e. 1 by staff locations and 1 where pupils are located.			
	11.1.3	Frequent cleaning should take place for regularly touched surfaces e.g. door handles, tables, chairs, toilets, wash basins etc. and rooms or shared areas that are used by different groups. Where pupils are able to (based on their ability) it is acceptable for pupils to assist with wiping down dining tables, desks, chairs, equipment etc at the beginning and / or end of a session (which may be a lesson if they are moving rooms), or at regular points throughout the day (if they are not moving spaces / rooms). Cleaning is especially important if other groups will be using the areas / equipment in the next 3 days. They should be supervised to ensure it is done properly and safely. If pupils or staff have allergies to the products they should not use them or they could use non latex gloves (for contact allergies).	Cleaning staff on site throughout the day with detailed schedules Cleaning equipment available in every room. Children to take responsibility where possible. Routines for EYFS/year 1 shared areas/equipment. Interventions will have clear guidelines once started, additional cleaning buckets will be available		
	11.1.4	Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.			
	11.1.5	Shared materials and surfaces should be cleaned and disinfected more frequently. Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives.			
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.	Cleaners meeting September 7th 3.30pm Aprons/gloves available		
	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 will be undertaken		
	11.3	<b>Clothing</b>			
	11.3.1	There is no need for anything other than normal personal hygiene and washing of clothes following a day in school.	parent newsletter/staff guidance TD 20th July		
	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.	Cleaning bucket available. Room included on cleaning rota		
	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:- Changes to contracted cleaning if areas to clean have been reduced then the cleaning team may be able to utilise the extra contracted time to do:- Enhanced cleans of areas, which may include other items not on contract or a more thorough clean of touch points. Cleaning of hard surface toys such as plastics, wood, sports equipment etc. Additional hours throughout the day i.e. midday cleans if school attendance is to be split between morning and afternoon.			
		<b>Government Guidance states that :</b> Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum. We recognise that maintaining distance or forming bubbles could be particularly difficult in special settings, and it is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. The use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, dining halls, and toilets, and therapy rooms. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, settings may need to change the emphasis on bubbles within their system of controls and increase the size of these. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially.			
	12.1	<b>Corridors and Circulation Spaces</b>			
	12.1.1	Corridors could be marked out with social distancing indicators as a visual aid for staff and pupils if it is appropriate / useful.	tables used to support one way system. Children only on corridor when supervised by staff in BC/ASC No children to be sent to office during the day and if needs to go to main office must be supervised		
	12.1.2	A system for movement around school, into / out of classrooms, use of toilets should be devised to avoid paths crossing where possible e.g use of one way systems, 2m queues, controlled access / exit. Staggering break times, lunchtimes and lesson change over will help minimise corridor occupancy.	Breaks/lunches staggered and use of WCs Supervision at all times. Posters. Taped lines outside for any queues. Identified WCs for bubbles/year groups limiting amount of children using them during the day. Regular cleaning schedule. Use it wipe it for older children. Staff to support with younger children		
	12.2	<b>Bubble sizes and Classrooms / Learning Areas</b>			



<b>12. Bubbles / Social Distancing</b>	12.2.1	Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. This may be by class group, year group or phase depending on the age of the pupils, the school layout, the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school. In secondary schools, particularly at KS 4 and KS 5, this is likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in KS 3 schools may be able to implement smaller groups the size of a full class.	Class bubbles established and maintained throughout the day, including break times. Sets cancelled. See timetables/plans Older children encouraged to distance between themselves and staff. Posters around school. Cleaning schedules in place for rooms shared Lessons/guidance for children that is age appropriate		
	12.2.2	Whatever the size of the group, they should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is recognised that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.			
	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 where possible. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.	Where appropriate(year 2-6) desks arranged to allow SD and children to face forward. Arrangement of rooms will be reviewed to support spacing out as much as possible		
	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 plans for this		
	12.2.5	For older year groups consider locating staff members at designated points where possible.	Staff to stay at desk if appropriate		
	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, lesson observations, informative, supervisory or supportive reasons other staff may need to enter work areas. If they do they should maintain social distancing or use other mitigations such as PPE, Perspex screens and observe good hand hygiene.	Staff to maintain SD where possible in all classes if age appropriate. Consider PPE on individual basis, to be discussed with all staff with a WASP considering role/personal circumstances		
	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.) It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.	Children to have allocated desks in their classroom, may need to move if needed for differentiation. Children's equipment in own tray on/under desk to keep it for sole use and reduce movement around the room. Will be some staff movement for PPA/PT cover		
	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 teaching, targeted work etc. . Staff should ensure social distancing is observed as far as possible with pupils. In secondary settings this may mean a designated teaching space at the front of the class.	Will be some staff movement for PPA/PT cover and where possible the same person will provide cover. Cover will be on a daily basis and not involve more than one person covering in one day. Same person will cover across set multiple of year groups where possible. SD will be followed.		
	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. It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.	Classes to stay in own room. Cleaning schedule in place. Bucket available in all rooms for regular cleaning of touched surfaces		

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. staff in secondary settings and support staff, will need to move around different areas and bubbles in the school. Social distancing between bubbles and staff, including when moving around school, should be maintained as far as possible.	Identified sinks/WC for groups of bubbles. Regular cleaning throughout the day with touch surface clean between bubbles SD expected around school - posters/reminders		
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.	SLT for regular 1:1 working has screen Staff to offer class support from side - discussed TD 20th July		
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.	clear expectations. Posters. Guidance. TD 20th July		
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/MT schedule includes regular staff in same bubbles. Staff cover across same group of bubbles. Cover in only one class per day to prevent unnecessary movement. See plan PPE personal choice, see WASPs		
12.4	<b>Outdoor Areas</b>			
12.4.1	Pupils should remain in their 'bubbles' when outside and socially distance where possible. Zoning outside areas for different bubbles may assist with this. Staff supervising should maintain social distancing as far as possible.	Staggered breaks/lunches for each year group. Zoned areas to enable SD for years 2-6 and use of MUGA to allow space for PE lessons. SD encouraged age appropriate.		
12.5	<b>Breaks and Lunchtimes</b>			
12.5.1	Breaks and lunchtimes could be staggered to allow safer movement around the school, safer use of the play areas and dining halls and cleaning between 'bubbles'.			
12.5.2	If it not possible to achieve social distancing and clean tables and seating between groups of pupils and staff in the dining hall then lunch should be served in the areas the groups are based in and not all together in dining halls. Staggering lunch and accessing the dining area on a rota may help. 'Bubbles' should not mix in the dining hall or outside although more than one bubble can use an area if the bubbles can be kept 2m apart. Also see 24.3 below.	Not using dinning corridor in first instance, children to eat in class bubbles		
12.6	<b>Toilets</b>			
12.6.1	Different groups do not need to be allocated their own toilet blocks, but 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.	Regular cleaning schedule Clean it wipe it for older children Basins in all WC plus hand sanitiser in every room. Hand cleaning posters displayed. Supervision SD maintained where possible including taped waiting lines. As close as possible to CR - see plan Only one set of staff WC except for nursery who have their own		
12.6.2	Limit the number of children or young people who use the toilet facilities at one time.			
12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).			
12.6.4	Where possible staff should use the staff toilets as close to their work areas as possible and follow social distancing guidelines when moving to / from them.			
12.6.5	For older pupils and staff toilets it is good practice for pupils and staff using the facilities to wipe down door handles, toilet seats and flush handles after use with an anti-viral wipe following a "If You Use It – Wipe It" principle.			

	12.6.6	Signage to the backs of toilet doors and above sinks could be provided to remind pupils and staff to wash their hands and follow the “If You Use It – Wipe It” principle (for older pupils, staff and visitor facilities). Provide bins for the disposal of wipes if not already in place. For shared staff toilets you could use laminated engaged / vacant signs or other markers on the outside door that staff change appropriately to limit the number of staff using them at any one time. These would relate to the number of users allowed at any one time.	Posters displayed as appropriate. Bins in or outside all WC. Hand driers turned off and paper towels used. Outer WC doors wedged open to limit touching surfaces. Discuss how to manage staff WC on TD 20th July		
	12.7	<b>Assemblies / Collective Worship</b>			
	12.7.1	Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' or with large 'bubbles' should be avoided. Assemblies could be virtual via video recordings or live streaming into classrooms.	No assemblies in hall. Online worship with Ft Michael/ class worship - no singing weekly awards distributed to classes and celebrated in newsletter		
	12.7.2	If collective worship is required this should be carried out following the guidelines on social distancing, spacing, occupancy and keeping staff and pupils in their discrete groups. It may be possible to carry this out in the areas each group is based.			
	12.8	<b>Staff areas</b>			
	12.8.1	Staff rooms and offices should be re-arranged to have 2m gaps between seating and work stations and / or stagger breaks / lunchtime or use a rota for common resources and areas to limit staff numbers using the area at any one time. Staff should observe social distancing in these areas.	Posters/reorganising/staggered due to breaks/lunchtimes		
	12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing.	Memorial garden/CR if needed(will review regularly) Use of my outer office		
	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.	wipes/spray/cleaning bucket available. Posters/guidance		
	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).	Discuss TD 20th July		
	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 for breaks/one per year group with identified staff member(only 25) go to doors of bubbles to pass on messages use of mobiles - WHATSAPP		
	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.	acceptable use policy - reminder TD 20th policies on sharepoint		
13.First Aid	13.1	Ensure adequate first aid provision for the numbers of staff and pupils on site, this is likely to include staff with Full FAW qualifications and paediatric first aiders for early years settings.	See staff list - sian to update for September All staff in officde now received basic training including another full FAW		
	13.2	Paediatric first aiders must be available at all times that children up to the age of 5 are on site or on educational visits.	See list - need to update training September		
14.Biometrics, Lifts, electronic signing in / out systems, and control	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.	Class Ipad used for registration by staff - wipe after each use		
	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.			

signing in / out systems and control panels / buttons. Shared IT.	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.	Staff/visitors sanitise hands on way in before signing in, screen wipes available and screen on regular cleaning rota throughout the day		
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.	lpads/keyboards/radics wiped after each use and cleaned thoroughly on regular basis following manufacturers instructions		
15.General controls	15.1	<b>Ventilation</b>			
	15.1.1	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. 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.	Any door that is safe to do so will be wedged open(excluding some outside doors/mainentrance) Identified staff should close doors if fire alarm sounds.		
	15.1.2	Where possible open windows to classrooms, offices, staff rooms etc.	open windows where possible		
	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.			
	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.	Lack of space as outside spaces contantly in use for breaks/PE lessons on rota basis. H & S team working with school to look at possibility of using the local/adjoining field if careful RA can be undertaken. school looking at replacing fence round garden area at the front of school to provide additional safe space outside. Nursery using space for continious provision		
	15.3	<b>Medical Needs</b>			
	15.3.1	Staff should be made aware of any medical conditions / needs of the CYP they are caring for e.g. allergies, asthma etc. and devices such as epi pins and inhalers should be available wherever the CYP is. Ensure staff are trained in their use.	Updated class lists will include all relevant information and will be shared for 7th Sept		
	15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Updates/review will be conducted with kitchen staff and new paperwork from Leeds Catering will be used for new children.		
15.4	<b>Water fountains</b>				
15.4.1	Water fountains in shared pupil areas should be taken out of use.	water dispensers dispense directly into a container, staff only use them and wipe lever after every use - discussed TD 20th July			
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.	Water bottles will be filled in a morning by an adult and wiped. During day refills will be from a jug and done by staff. Bottle remains in individual tray(year 2-6) Each week bottles are dishwashed			

16.Educational Visits	16.1	Government guidance is currently that over night domestic and international educational visits are ceased for the time being. Settings can resume non-overnight domestic educational visits.	EV to be resumed locally after initial settling into school period. A second MB will be available to allow more use of locality in class bubbles		
	16.2	This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits should complete the Day Visits risk assessment along with any venue specific assessments.			
	16.3	Settings are also allowed to now make use of outdoor spaces in the local area to support delivery of the curriculum. As part of the visit risk assessment, settings will need to consider what Covid 19 control measures need to be used, familiarise themselves with the Covid 19 measures at any sites they are visiting and ensure they are aware of wider advice on visiting indoor and outdoor venues.	H & S team working with school to look at possibility of using the local/adjoining field if careful RA can be undertaken.		
	16.4	From 8 August, face coverings will be required by law to be worn in a greater number of public indoor settings including: museums, galleries, cinemas, places of worship, and public libraries. Face coverings do not need to be used by children under the age of 11 or those who may find it difficult to manage them correctly. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travelguidance-for-passengers#exemptions-face-coverings">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travelguidance-for-passengers#exemptions-face-coverings</a>			
17.PPE for staff and pupils	17.1	The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11). If staff have to work in close contact with pupils e.g to supervise science experiments, D&T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves.	SLT using screen Guidance about maskd shared with parents in newsletter and with 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.	Review intimate care plan and review who needs changing		
	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.	Purchased if required		
	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.			
	17.6	Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.	TD 20th July		
		<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>			

18. Staff Wellbeing	18.1	Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. As staff may feel anxious about returning to school and the larger number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.	TD 20th July Weekly meetings Staff wellbeing team/members/mental health first aiders		
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils. Where staff have been out of school for a considerable time this may take longer.	Staff been working throughout, staff returning from sheilding will have 1:1 support		
	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>	All links on website, have been shared with staff, are being incorporated into lessons		
	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 in place, updated for Sept and when necessary		
	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.	Weekly staff breifing/meeting/SMT/SLT/Office meeting		
	18.6	Identify Mental Health First Aiders.	Sian/Dominique		
	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).	Leaflets available and individuals signposted if necessary		
	<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.	All major work scheduled over summer break		
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.	Organised by Sian		
	19.3	Contractors should adhere to social distancing guidelines.	posters/information leaflet on entry		
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.	Sanitiser at entrance		
	19.5	If contractors need supervising this should be done following social distancing guidelines.			
	19.6	Contractors to follow Government guidelines on self isolating if they or their family members display any symptoms.	Posters		
	19.7	If contractors display any symptoms whilst on site they should be asked to leave immediately and any areas / equipment they have been working in / on isolated for 72 hours or thoroughly cleaned prior to admitting other persons / being used.			
	19.8	If contractors are on site for long periods of time a separate toilet facility could be identified for their sole use and cleaned after their work has ceased and before being used by the school again. If this can't be established then inform contractors of the "If You Use It – Wipe It" principle.	No separate WC available		
	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.	Electronic system keeps record		
20. Lettings / Meetings / Visitors	20.1	Lettings, visitors and on site meetings can take place if they cannot be done remotely. 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 and control measures are explained to visitors on or before arrival.	Leaflet is read before entry and expectations explained. Posters Need lettings RA/guidelines prior to start date. Cleaning expectations explained and resourses provided		
	20.2	Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff.			

	20.3	A separate toilet facility could be identified for the sole use of visitors whilst on site as close as possible to the meeting / letting area and cleaned after their meeting 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.	No separate WC available		
	20.4	School should still follow procedures for controlling access / security whilst visitors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days. .	Electronic system keeps record		
	20.5	Sports lettings must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Guidance and a list of NGB whose rules have been approved can be found at : <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidanceon-phased-return-of-sport-and-recreation/return-to-recreational-team-sportframework">https://www.gov.uk/government/publications/coronavirus-covid-19-guidanceon-phased-return-of-sport-and-recreation/return-to-recreational-team-sportframework</a> .			
<b>21.Pupil Wellbeing</b>	21.1	<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.	New routes in place for September. Shared with staff TD and children on Sept 7th.		
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.	Line in bubbles		
	22.3	Consider if you need to re-allocate fire marshal roles.	Fire marshall training to take place Autumn term Business manager can provide guidance until then		
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc			
	22.5	Practice new procedures as soon as possible after opening.	Classes to show children		
	22.6	Consider if staff and pupil PEEPs need to be amended.	review if need any and update		
	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>	Sian to update		
<b>23.Supervision at Lunchtimes</b>	23.1	Consider how to allocate staff at lunchtime to ensure supervisors stay with a consistent group of pupils and have adequate breaks.	see rota - using staff from bubble or year group and SD maintained where possible		
<b>24.Catering</b>	24.1	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..			
	24.2	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking onto account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.	Agreed menus with Leeds Catering July 20		
	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.	Grab bags with hot food option agreed. Information shared with parents newsletter/website		
	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.	Own entrance. School staff to deliver food to doors of rooms		
	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.	Eating in CR		
	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.	See Leeds Catering procedures/guidelines		



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>	All staff(except two sheilding) including teachers/support staff/cleaning staff have been in school and are very familiar with measures taken since lockdown. Parents consulted informally and support return considering measures a success during summer ter		
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.	drop off box at office, items will be wiped/sprayed before use/delivery to class		
27. Transport to School by My Bus or School Buses (not public transport buses)	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.	not changed		
	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..	not changed		
	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.	not changed		
	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.	not changed		
	27.5	Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. Latest advice from the Dept of Education is that children on dedicated school buses will not need to maintain social distancing however, social distancing should still be encouraged wherever possible within vehicles.	New		
	27.6	The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</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>	New		
	27.7	Travel Assistance Cards to show to the driver are available for download at <a href="http://wymetro.com">wymetro.com</a> .	New		
	27.8	Transport to swimming pools and other centres organised by the Combined Authority will not be provided until after the October half term break so that resources can be used to provide additional school bus services. This arrangement may have to be extended further.	New		

	27.9	In accordance with advice from PHE, from the autumn term, we recommend that schools advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport.			
28. School Sites Shared with other Users e.g PFI Staff, Children's Centres	28.1	Where applicable, ensure arrangements that impact on other site users e.g opening times, access / egress routes, changes to fire practices, cleaning regimes, use of shared areas etc ...are discussed / information provided to users who share the school site.			
29. Marking / Handling School Work	29.1	Staff can take books and other shared resources home if they can be cleaned. If not, or if work is to be marked, staff can wash hands or sanitise before <b>handling / marking</b> work, at regular intervals throughout and after completing <b>handling / marking</b> . <b>Alternatively resources and marking</b> could be left for at least 48 hours (72 hours for plastic) before and after <b>handling / marking</b> . 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. <b>Face shields / masks could be used for immediate close contact feedback and visualizers may also help.</b> 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).	Normal marking policy, including assesemnt sheets to be reintroduced, staff should wash hands or sanitise before handling / marking work, at regular intervals throughout and after completing handling / marking. Staff to utilise visualisers to support feedback. If age/ability/activity appropriate self marking can be used. Discussed SM 16th and TD 20th July		
30. Agency staff and volunteers	30.1	Mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.			
	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.	Rhinos caoch to work with regular bubble and maintain SD		
31. Before and after school clubs	31.1	Settings can extend before and after school provision to any breakfast and after-school provision from the start of the autumn term. Settings may need to respond flexibly and build this up over time.	Limited spaces/booking in advabce only/using limited resourses/activities/snacks and areas Tables/equipment to be cleaned after use		
	31.2	Settings should try to keep to the bubbles in use during the school day where possible. Where this is not possible smaller consistent groups could be used in different rooms or groups socially distancing in a larger space e.g the hall.	Children organised in year group bubbles. Will be at different tables(2m apart) in corridor/younger children in hall in different zones.		
	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.	ask nursery parents about alternative childcare used and check if any others have a childminder		
	31.4	Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance.			
32. Music and Performing Arts	32.1	<b>Singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place</b>	No assemblies/singing in large groups or classes		

	32.2	Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.			
	32.3	Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation			
	32.5	Avoid sharing instruments and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) Instruments should be cleaned by the pupils playing them, wherever possible.			
33. PE / Sports including dance.	33.1	Pupils should be kept in consistent groups and outdoor sports should be prioritised where possible. Inside large indoor spaces should be used maximising distancing between pupils. 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.	PE to be taught in class bubbles. Planning to ensure as much SD as possible. Resources for bubbles where possible or to be cleaned between groups, including playtime equipment. Handwashing/sanitising before and after		
	33.2	Contact sports should not take place. AfPE guidance is that many physical activities can be adapted so they are non-contact e.g tag rugby instead of contact rugby, so that a broad curriculum can still be delivered.	planning been adapted - Tom discussing on TD 20th July		
	33.3	External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.			
	33.4	Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Such providers should provide settings with their own Covid 19 control measures and follow any school based controls.	Rhinos caoch to work with regular bubble and maintain SD		
	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.	Nur-year 2 to participate in school uniform/years 3-6 to come in PE kit on day. All encouraged to wear suitable footwear at all times - shared in parents newsletter		
	33.6	Swimming pools are now able to open so swimming will be allowed from 25/07/2020. The Covid 19 requirements laid down by the venues must be followed during visits and lessons. The Swimming Lessons risk assessment will be updated to reflect any controls needed and this will be available on Evolve. When available, the LA guidance for swimming lessons and Covid 19 measures will be published on Evolve.			
	33.7	PE - there is additional advice available in the following two documents found on L4L and Evolve for additional controls that may be needed for PE if these have not already been assessed. AfPE – Interpreting the government guidance in a PESSA context. <a href="https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/">https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/</a> YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary).	planning been adapted - Tom discussing on TD 20th July		
34. Science and D&T	34.1	CLEAPSS have extensive guidance on lesson delivery with Covid 19 controls (which is being updated at present) <a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a>			

35. Shared Resources	35.1	<b>General</b> - Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.	cleaning systems in place. Resources for individual bubbles where possible. Cleaning rotas Outdoor shelters will be left for children to use as they are needed to provide shelter. Children to be instructed not to climb on them but just use them to sit on, sanitiser available outside for use before and after been on.		
	35.2	<b>General</b> - Minimise, or remove altogether, soft toys, soft decorations e.g hanging displays in classrooms and other more difficult to keep clean equipment. Other equipment that is kept for the sole use of a discreet group of staff and pupils can be cleaned at the end of the day, but keep to a minimum. Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. The exception to this would be a piece of equipment such as a weighted blanket that is required for a specific sensory need. The risks generated by removing this support could potentially be greater than the risk of infection. Such equipment should remain solely for the use of one bubble and be washed at the end of every day.	Removal of resources where possible especially in EYFS. Cleaning systems/rotation of equipment. Daily cleaning rotas. Individual stationary packs where appropriate. Discussed book corners 20th TD		
	35.3	<b>Staff Rooms</b> - Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).	Discussed TD 20th July		
	35.4	<b>Play equipment</b> - Indoor and outdoor play equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. If it cannot easily be cleaned after each bubble use throughout the day or kept for one bubble at all times you could consider allocating specific equipment to a specific bubble on a daily rota basis. Strict hand hygiene is essential if equipment is shared and users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.	Daily cleaning schedule or outdoor shelters. Shared equipment cleaned after each bubble ASC/BC have own stationary bags and equipment for each bubble.		
	35.5	<b>Classroom resources</b> - For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Reduce the use of shared resources e.g stationary, books etc . and allocate individual resources to pupils wherever possible. It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.	Years 1-6 have own stationary bags. Surfaces to be cleaned/wiped throughout the day. Cleaning schedules for CR. EYFS/year 1 and 2 cleaning systems. Children will not be allowed to bring toys/stationary. Phones only allowed if older children travel by themselves to school. All belongings to be kept in class and communal cloakrooms not to be used at the moment. Info shared in parents' newsletter July 20		
	35.6	<b>Early Years</b> - Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives. Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.	EYFS need system for changing water/sand regularly during day or not use. Rotas and cleaning systems in place		
	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.	No reading books to be taken home.		
36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.	electric registers/ASC/BC registers/electronic sign in for all adults			

36. Record Keeping	36.2	Records should be kept of pupils and staff in each bubble, and any close contact that takes places between pupils and staff in different groups. Records of visitors, agency staff, volunteers etc.. and who they have been working with should also be kept. In order to keep this proportionate you can utilise existing recording practices e.g class / lesson registers, signing in / out systems, meeting registers, training records, physical intervention records and first aid records. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.	electric registers/ PPA timetables/electronic sign in for all adults/intervention logs/SLT timetable		
	36.3	If your existing systems do not record times when pupils, staff and others are working together e.g small group intervention work, PPA cover, use a simple signing in / out system for the class / area or a simple activity / register record.			
	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.	Using LA spreadsheet		
	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.	will use electronic meditracker for this		
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: <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted in your setting,</li> <li>• use of hand sanitiser before boarding and after disembarking (putting sanitiser on whilst on board could cause spillages and slip hazards),</li> <li>• additional cleaning of vehicles,</li> <li>• organised queuing and boarding,</li> <li>• distancing within vehicles wherever possible,</li> <li>• the use of face coverings for staff and children over the age of 6 (unless exempted for medical or other reasons) where appropriate - for example if they are likely to come into close contact with people outside of their group.</li> </ul>	Family groups only for attendance pick ups Bubbles only for any visits sanitiser before getting on the bus close supervision tissues and wipes on bus to be sprayed between different bubbles Additional weekly cleaning		
Breakfast Club	38.1	2m distancing if queuing outside parents to drop off outside and not enter the door Registered on entry and sanitise hands Sit in year group bubble and remain in it whilst inside/younger children zoned in hall and keep their belongings with them Remain in consistent groups(two year groups) whilst outside in separate playgrounds staff on duty in each area and ensure children not playing inappropriate games/contact Activity packs in individual bags, named and kept in box for that bubble staff with sanitised hands distribute them If I-pads used they are sanitised before they are returned breakfast given to the children at their tables taken to class in their year groups by an adult after sanitising hands Identified staff supervise same group every day staff maintain SD where possible play equipment sanitised after use			

<p style="text-align: center;"><b>After School club</b></p>	<p style="text-align: center;"><b>38.2</b></p>	<p>children brought down by their CT and sit in year group bubbles and sanitise hands, keep belongings with them                  Sit                  in year group bubble and remain in it whilst inside/younger children zoned in hall                  Remain in consistent groups(upto two year groups) whilst outside in seperate playgrounds                  Identified staff supervise same group on weekly basis                  staff on duty in each area and ensure children not playing inappropriate games/contact                  Activity packs in individual bags, named and kept in box for that bubble                  staff with sanitised hands distribute them                  If I-pads used they are sanitised before they are returned                  snacks given to the children at their tables                  staff maintain SD where possible                  play equipment sanitised after use                  parents collect children from the office and staff sign them out, children then sent to parents who wait in entrance                  Children sanitise hands when come in/before snacks</p>	<p style="text-align: center;">#NAME?</p>	
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