



## Managing Covid 19 in Schools for 2021 - 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 Christmas break inspect the site for :</b>			
	<b>1.1.1</b> Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure	Checked		
	<b>1.1.2</b> Damage to the building and fixtures and fittings	Checked		
	<b>1.1.3</b> Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...	Checked		
	<b>1.1.4</b> Rodent activity and/or infestations - commissioning of pest control may be required	Checked		
	<b>1.2 Operational checks (to ensure good working order) to be carried out on :</b>	Carried out as usual during lockdown. All regular checks have continued		
	<b>1.2.1</b> Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.	These are checked following building work completion		
	<b>1.2.2</b> Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.	See above		
	<b>1.2.3</b> Emergency lighting	See above		
	<b>1.2.4</b> Gas supplies including science laboratories and kitchens	See above		
	<b>1.2.5</b> Kitchen equipment	DW to check kitchen equipment		
	<b>1.2.6</b> Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms			
	<b>1.2.7</b> Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy	Legionella checks have been done as per schedule		
	<b>1.2.8</b> Water systems to look for leaks and ensure there is provision of hot water			
	<b>1.2.9</b> Windows, doors and gates including electronic gates and doors			
	<b>1.2.10</b> Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.			
	<b>1.2.11</b> Equipment used on site e.g floor cleaners, photocopiers, whiteboards (servicing should be in line with the manufacturer's/provider's requirements).			
	<b>1.3 Ensure Statutory Inspections are up to date for :</b>			
	<b>1.3.1</b> Lifts and Lifting Equipment (if the scheduled inspections have not taken place in the last six months);			
	<b>1.3.2</b> Pressure systems (if the scheduled inspections have not taken place in the last 12 months);	19/07/2019		
	<b>1.3.3</b> LEV (if the scheduled inspections have not taken place in the last 14 months);			
	<b>1.3.4</b> Gas Appliances (if the scheduled inspections have not taken place in the last 12 months);			
	<b>1.3.5</b> Fixed wiring (if the scheduled tests required by the regulations have not taken place in the last 5 years);			
	<b>1.3.6</b> PAT (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)	04/02/2020		
	<b>1.3.7</b> Asbestos Management Plan (if the plan has not been re-assessed in the last 12 months);	28/05/2019 new certificates supplied on completion of building work		
	<b>1.3.8</b> Sports Equipment (if the scheduled inspections have not taken place in the last 12 months);	19/07/2019		
	<b>1.3.9</b> Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months);	19/07/2019		
	<b>1.3.10</b> Tree surveys (if the scheduled inspections have not taken place in the last 12 months);			
	<b>1.3.11</b> Fire Safety : 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).			

	<b>1.4</b>	<b>Cleaning of the premises</b>			
	<b>1.4.1</b>	If the school has been partially open ie not using all the rooms/spaces that will need to be used on 8th March, it is recommended a thorough clean of these areas is undertaken in line with existing cleaning procedures before they are occupied.	Not relevant		
	<b>1.4.2</b>	If the school has been using all the premises, a full deep clean of premises should not be necessary prior to 8th March unless it has been required by Public Health Authorities as regular thorough cleaning should have been taking place.	Not relevant		
	<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.	Supplies have been ordered and are re-ordered when necessary		
	<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.	DW to monitor stock levels weekly and report to SBM if they need to be replenished.		
	<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.	Stations in every classroom, at front door and in hall		
<b>2. Assessing staff and pupil numbers to assist in plans for opening</b>	<b>2.1</b>	All pupils can attend schools from the 8th March. 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 returning to school on 8th March.		
	<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.	This is done regularly as part of school procedures but office staff will send a reminder to parents in the week before 8th March.		
	<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.	N/A		
	<b>2.4</b>	All children in school from 8th March			
	<b>2.5</b>	Identify which/how many staff will be able to return on 8th March taking into account current illness and the recent extension to the number of people classified 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 that 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.			
	<b>2.6</b>	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.	All teaching staff will be working in school.		
		<b>Ongoing</b>			
	<b>2.7</b>	Review ratios, rotas, medical and first aid needs on an ongoing basis.			
	<b>3.1</b>	Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.	Check with parents/carers if there any changes to their details week beginning 1st March.		

3.Updating pupil and staff details	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.	SENCO to do as and when appropriate.		
	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 children have not been in school for a considerable time.	Each class has a list and any necessary equipment which will be updated in light of any new information.		
	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.	Office staff to check with parents/carers about any changes.		
4.Assess activities / lessons which can take place	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35.	Resources are kept to a minimum and can be washed regularly. Any other equipment can be left for 72 hours.		
	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 be limited to a hat and a water bottle as well as a coat. Children who are prone to toileting accidents will be allowed a bag containing a change of clothes.PE kits will be worn to school on PE days and reading activities sent home will not be returned to school. . Reading books are quarantined when returned to school. Parents also have access to online books.		
	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.	All lessons will take place in the classroom or outside. The hall will be used for PE only when the weather is unsuitable. One year group at a time will eat in the hall.		
		<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 review by classroom staff, kitchen staff, cleaning staff and office staff. Report to head, SBM if any changes needed.		
5.Information to pupils, staff, parents / carers, visitors and contractors.	5.1	Clear communication with parents / carers is essential from the school and the LA so they understand what schools can offer safely to their children. This should include informing parents / carers who are critical workers that they should keep their children at home if they can. It may also be of value to inform those parents / carers if your learning provided is the same for both pupils in and out of school to help re-inforce the message to keep their children at home if they can.	Weekly communication to parents/carers. <b>RA to be issued when there are changes.</b> Parent/ Carers to confirm that they have read the RA. Parents/carers are asked to wear masks on the playground.		
	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.	RA issued to school community and visitors. Weekly reminders to school community. Information on website.Parents, who have a child self-isolating with a sibling who can come to school, must drop off at 9.15 and collect at 3.15. This is only to be utilised when parents have no alternative to get their child to school. Please ensure that the isolating child is wearing a mask.		
	5.3	This may be by newsletters, letters, emails, signs etc...	Signage around school as well as emails and newsletters.		

	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.	Behaviour Policy re-written to reflect handwashing, distancing when possible, facing forwards etc. Code of Conduct to include expectations of staff.		
6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1	Clinically extremely vulnerable persons, clinically vulnerable persons and staff at higher risk (BAME, staff over 60, persons living with CEV/CV people).			
	6.1.1	<p>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 :</p> <ul style="list-style-type: none"> <li>o can certain activities / tasks be carried out at home to reduce time on site ?</li> <li>o can a lower risk role be carried out for all / some of the time ?</li> <li>o travelling at non peak times if using public transport,</li> <li>o face masks / face shields / perspex screens in class,</li> <li>o additional PPE such as aprons / gloves.</li> </ul> <p>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.</p> <p>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.</p>	Staff members who have been shielding will have an updated WASP before their return.		
	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 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 have been significant changes in an individual's health and medical advice is required.			

	6.1.3	Government advice is that all persons should work from home unless it is unreasonable to do so. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. All staff should follow the measures set out in the system of controls in this risk assessment to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. CV and staff at higher risk should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing where possible. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. Adults should continue to take care to socially distance from other adults including older children/adolescents. Schools should be as flexible as possible in how members of staff in these categories are deployed to enable them to work remotely where possible, in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE.	WASPS for relevant staff [risk assessments]		
	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.			
<b>7. Persons who are already displaying Coronavirus symptoms</b>	7.1	All persons who are displaying symptoms must not come into school and should follow Government guidance on self isolating including test and trace.	Information on website, weekly reminders.		
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .	Information on website, weekly reminders.		
	8.1	All persons who develop Coronavirus symptoms (however mild) 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. 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.	Clear communication with whole school community with regard to government guidance.		
	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.	There are no rooms available. The only place to isolate would be the entrance hall. Office staff need to be isolated by closing the door and the window to the office. The front door will be open and accompanying staff will be at least 2 metres away.		

8. Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	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 is available -gloves,goggles, mask and apron.		
	8.4	Where the <b>initial</b> child, young person or staff member with symptoms tests <b>negative</b> , they can return to their setting and the fellow household members can end their self-isolation. Where a <b>contact</b> traced child, young person, or staff member tests negative following the development of symptoms they will need to continue self -isolating until 10 days after symptoms have started. Fellow household members can end their self-isolation.	Clear communication with whole school community with regard to government guidance.		
	8.5	Where a child, young person or staff member tests <b>positive or there is an overall rise in sickness absence where coronavirus is suspected you can</b> 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 PCIF 01.	Contact details available for staff.		
	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.	Contact local health protection team for guidance and support		
	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.			
	8.8	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.			
	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.	One of the staff/visitor toilets will be isolated whilst the individual is waiting to be picked up for their use. Cleaning will take place once they have left the building.		
	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.	The group will be taken outside whilst cleaning takes place. If weather is inclement then the hall will be used and cleaning to take place as soon as possible. The hall will not be used for PE until cleaning has taken place.		
	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).	Thermometers are available in school if staff suspect a temperature although current guidance suggests if someone is hot to touch then this is enough to be concerned.		
		<u>Follow the guidance in 2021 Bulletin 09 - 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>			
		<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>	Advice for school community available on the website		
<b>9. Controlling access into the school for staff, pupils and members of the public.</b>	<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.	Arrival times-8.55 Red classes, 9.00 Junior siblings, 9.05 Blue classes. Home times-2.55 Red classes, 3.00 Junior siblings, 3.05 Blue classes. Nursery arrive at 9.00 and finish at 12.00 or 3.00 depending on attendance pattern.		
	<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.	There will be a one way system-entrance through the middle gate and exit through the top gate. Nursery children will enter and exit through the driveway gate at 9.00 and 3.00. Some nursery children will be collected at 12.00. External organisations such as refuge collection have been informed that there will be no access to school between 8.50 and 9.15; 11.50 and 12.20; 2.50 and 3.15.		
	<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.	Children will enter through their classroom door which opens onto the playground so each class has a separate entrance.		
	<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.	Staff to stand at classroom doors at the beginning and end of the day to ensure that children are safe.		
	<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. Heads have the discretion to ask parent/carers/visitors to wear face coverings when on school grounds where social distancing of 2m is difficult to achieve or not being adhered to.	Markers on ground outside each classroom and clear communication about congregation. Parents/Carers with children at the Juniors will not walk across school grounds but will follow guidance from each school with regard to the drop and pick up systems.		
	<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.	Clear communication with whole school community with regard to one adult		
	<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.	Parents and Carers will be informed that school will not be open to them except by appointment if necessary. Most queries can be handled over the phone or by email.		
	<b>9.8</b>	Staff should access and exit through the closest entrance to the area they will be based in.	Staff enter via Reception to use Inventory system-this is naturally staggered.		
	<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.	Suppliers etc to follow school procedures which are made clear.		
	<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.	Plan sent to parents/carers with risk assessment		
	<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.	No visitors unless essential and there is a glass screen between the reception office and the entrance hall.		



10. Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	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.	Hand sanitiser stations available at all entrances and exits with clear signage and prompts from staff. Hand sanitiser in each area of provision and children to be trained and supervised to use it.		
	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.	As children enter the building they will use hand sanitiser to ensure that they enter school efficiently with no build up of queues. They will wash their hands as soon as possible with soap and running water after they have entered school. Handwashing and sanitising will take place at regular intervals throughout the day particularly at break and lunchtimes.		
	10.3	If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.	Sinks in each classroom.		
	10.4	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.	Signage around school as well as emails and newsletters.		
	10.5	Tissues should be available in all group areas and should be single use only and binned after use.	Tissues available in each classroom		
	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.	DW to dispose of waste when necessary		
	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.	Washing facilities in place		
	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.	Supervision is necessary in all classes due to the age of the 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.	n/a		
	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>	Cleaning materials used are subject to government guidance in schools		
	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.	Medical boxes available in each area.		
	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).	Each group will stay in their own area except for lunchtimes. Cleaning will take place throughout the day and the hall will be cleaned between groups at lunchtime.		



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.	Staff systems in place for keeping classrooms clean. Protocols for each area agreed by staff, head and site superintendent.		
	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.	No sand or water available.		
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.	PPE 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.	Leaving a room for 72 hours is not possible due to space restrictions but a deep clean will be carried out.		
	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.	Children to wear uniform and PE kit on relevant days. Changing clothes daily would be difficult for some families.		
	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 to take place		
	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:-	In house cleaning staff .		
		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:-	n/a		
		Enhanced cleans of areas, which may include other items not on contract or a more thorough clean of touch points.	n/a		
		Cleaning of hard surface toys such as plastics, wood, sports equipment etc.	Cleaning to take place as appropriate		
		Additional hours throughout the day i.e. midday cleans if school attendance is to be split between morning and afternoon.	Adjusted cleaning hours in place		
		It is recommended schools follow the overarching principle of reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') in smaller groups than normal and through maintaining distance between individuals. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people.	Year group bubbles in place		

	<p>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.</p> <p>We recognise that maintaining distance could be particularly difficult in special settings and primary schools, and it is likely that for younger children the emphasis will be on separating groups and minimising group sizes, and for older children it will be on distancing.</p> <p>Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>It is recommended schools limit the number of pupils and staff on site at any one time as far as possible in keeping with the overarching principle of minimising contacts and working from home where reasonable to do so. The number of pupils that can safely be accommodated on site at any one time will depend on a number of factors and these should form the basis of your risk assessment on safe occupancy and operation of the school as detailed in 2.5 in Section 1 of this risk assessment.</p>			
	<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.	Different groups will not be moving around the school at the same time.		
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.	All classrooms have access to their own toilets. Breaktimes to be staggered Y1-10.15-10.30 and Y2 10.40-10.55. EYFS have continuous access to outdoor provision.		
12.2	<b>Bubble sizes and Classrooms / Learning Areas</b>			
12.2.1	Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. This may be by class group, year group or phase depending on the age of the pupils, the school layout, the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school.	Each year group will be a bubble. They will share the playground but at different times and in the case of Reception and Y2, each bubble will share the hall at lunchtime on separate tables at separate times. EYFS to use the outdoor space during the day to ensure continuous provision. Equipment where possible will be allocated to each year group and other equipment will be wiped down regularly throughout the day.		
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.	Groups will not meet outside the bubble. Some children will attend before and after school provision where bubbles will not be completely consistent but there will be bubbles of EYFS, KS1 and KS2. Social distancing, handwashing and use it, wipe it to be promoted.		
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 desks/ spaces given the increase in transmission rates at present. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.	KS1 desks to face forward where possible[safe amount of room] if not then in groups of 4 but not directly facing each other. Only necessary equipment in the classroom.		
12.2.4	Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.	Staff used the Summer and Autumn terms to trial the use of equipment to maintain safety and allow for wider access. Use of resources and cleaning will be adapted to maintain safety and ensure that this is manageable.		

12. Bubbles / Social Distancing	12.2.5	For older year groups consider locating staff members at designated points where possible.	n/a		
	12.2.6	If other members of staff need to move around different 'bubbles' they should ensure they maintain 2m social distancing wherever possible. Administration of emergency first aid is an exception to this. For classroom support, 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.	Groups will not meet outside the bubble during the school day but staff will cross bubbles due to organisational needs only when absolutely necessary. Staff will where possible be at a distance of two metres and observe good hand hygiene. Each bubble has an emergency first aider.		
	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.	Children will have allocated desks and most staff will remain in their bubble unless there is an emergency. Children will remain in their own classrooms with their own desks where possible. If children move desks, they will be wiped before and after use.		
	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, to cover staff illness 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.	Bubbles will be kept separate unless mixing is absolutely necessary.		
	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.	Pupils in same classroom each day.		
	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. 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.	There will be minimal movement across bubbles.		
	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.	Supervision will be side on rather than face on.		
	12.2.12	Adults must keep a social distance of 2m away from other adults wherever possible including in class, during supervision, at break times and moving around school.	Staff to socially distance during all activities during school day.		
	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.	During this half term PPA cover will be within bubbles to minimise movement across school.		
	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.	Outside access within bubbles unless there is a fire alarm and then each class will be distanced on the main playground. There is enough space to ensure classes are distanced appropriately.		
	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'.	Staggered breaks and staggered access to playground and hall at lunchtime. 12-12.30 [Nursery eating, Reception playing-same play area], [Y1 playing, Y2 eating- same play area] 12.30-1.00 [Nursery playing, Reception eating], [Y1 eating, Y2 playing]		
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.	See above		
12.6	<b>Toilets</b>			
12.6.1	Different groups should be allocated their own toilet blocks where possible. 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.	Each year group have access to their own toilets. Lunchtime staff need to ensure supervision of Y2 in particular due to the position of the toilets and the playground.		
12.6.2	Limit the number of children or young people who use the toilet facilities at one time.	Two children in two toilets at any time.		
12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).	Handwashing to be a regular focus during the school day		
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.	Three staff toilets- one in nursery and two in entrance hall. Social distancing and use it, wipe it.		
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.	Staff toilets are single access with signage to promote use it, wipe it		
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.	Assemblies will be in each classroom. Awards etc will be presented in the classroom.		
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.	Collective worship to take place in the classroom.		
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.	Staff eat in allocated areas around school maintaining social distancing.		
	12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing.	Staff room, Head's office, Inclusion office, nurture room and backroom in Y1. Teaching staff also use classrooms when children outside or at lunch		
	12.8.3	For shared touch points e.g door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers, keyboards etc follow the "If You Use It – Wipe It" principle with anti-viral wipes.	signage in place		
	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 in place		
	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.	School area is small and staff can communicate if necessary. Staff are not isolated in each bubble		
	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.	n/a		
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.			
	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.	School policy in place		
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.	N/A		
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.	N/A		
	14.3	The use of Lifts and control panels should be limited to essential users only and should be cleaned between users e.g using hand sanitisers or anti-viral wipes.	N/A		
	14.4	Multi user Electronic signing in / out systems should not be used at this current time unless they can be cleaned between users either by the use of hand sanitisers or anti-viral wipes.	Cleaning products available and cleaned between users		
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.	Wipes available in each classroom.		
	15.1	<b>Ventilation</b>			
	15.1.1	Once the school is in operation, it is important to ensure that 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.	School is open plan for the most part-outside doors when open will be supervised by staff		

15. General controls	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 and lunchtimes to purge the air in the space. If classrooms etc become too cold windows could be closed whilst discrete bubbles are in them and then opened at breaks/lunchtimes or in between bubble usage to aid air circulation.	Windows to be opened when appropriate		
	15.1.3	You can continue using most types of air conditioning system as normal. If you use a centralised ventilation system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply. Air conditioning systems that mix some of the extracted air with fresh air and return it to the rooms, individual room systems or portable units do not need adjusting. Ventilation to chemical stores should remain operational. Mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Heating systems that utilise warm air should follow the same principles. Guidance from HSE is available at <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a>	N/A		
	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.			
	15.1.5	Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.			
	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.	Outdoor learning is part of school routines but this is weather dependent.		
	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 pens and inhalers should be available wherever the CYP is. Ensure staff are trained in their use.	Each classroom has a list of medical conditions available to staff.		
	15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	The kitchen staff have a list of allergies/intolerances		
	15.4	<b>Water fountains</b>			
	15.4.1	Water fountains in shared pupil areas should be taken out of use.	N/A		
	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.	Children to bring water bottles from home. These can be refilled by staff.		

16.Educational Visits	16.1	. From 17 May 2021 schools can resume domestic residential educational visits. Annex C of the Schools coronavirus (COVID-19) operational guidance sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3 of the roadmap out of lockdown along with the guidance for Hotels and other Guest Accommodation <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/hotels-and-other-guest-accommodation">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/hotels-and-other-guest-accommodation</a> . A new Sample Covid Specific Residential Risk Assessment and guidance has been produced and is available on Evolve. This should be completed along with any activity specific risk assessments for the visit. The government have advised that, given the complexities attached to international travel at this stage of the pandemic, schools should not go on any international visits this academic year up to and including 5 September 2021. The position beyond 5 September will be reviewed again in advance of Step 4.			
	16.2	When visits do resume, 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 schools should complete the Day Visits risk assessment along with any venue specific assessments.	No educational visits planned.		
	16.3	At this current time and with new lockdown restrictions, settings should only make use of outdoor spaces in the local area to fulfil any essential requirements stated in an individual's existing EHCP and if there is limited outdoor space available onsite. In such situations, pupils should be able to safely adhere to social distancing from staff and members of the public.			
	16.4	From 8 August, face coverings will be required by law to be worn in a greater number of public indoor settings including: museums, galleries, cinemas, places of worship, and public libraries. Face coverings do not need to be used by children under the age of 11 or those who may find it difficult to manage them correctly. <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings</a>	n/a		
17.PPE for staff and pupils	17.1	<p>Secondary / SILC settings - From 17th May 2021 - the government have advised that face coverings are no longer recommended to be worn by pupils in Year 7 and above in classrooms or communal areas and that staff in these settings are also no longer recommended to wear face coverings in classrooms. In Leeds our rates are higher than the England average and we have continued to have outbreaks in a number of schools across the city. For these reasons, Public Health recommends pupils to continue to wear masks in communal areas outside classrooms where social distancing cannot be maintained.</p> <p>Staff and visitors should still wear face coverings in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas.</p> <p>Primary / Nursery Settings - in primary schools, it is still 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.</p> <p>Transport - face coverings are required at all times on public and dedicated transport (for children over the age of 11). Close contact - 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,etc .. face shields or Perspex screens may be appropriate.</p> <p>Choice - Staff or pupils may still make an individual choice to wear an appropriate face covering or face mask they provide for themselves in areas outside those recommended by local or government guidance. Community Settings - where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff. 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,</p>	Masks available for intimate care work when required. Masks to be worn by adults in communal areas.		



	17.2	FFP2 / 3 masks are not generally not necessary in a school setting.	Staff have been asked to wear masks in communal areas or when they need to speak to a member of staff in another bubble.		
	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.	Masks available for intimate care work when required.		
	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.	PPE is available -gloves,goggles, mask and apron.		
	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.			
		<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>	School office has contact details and access to bulletins		
	17.7	In areas where Local COVID alert level: high or very high, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors. In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.	n/a		
	17.8	Safe wearing of face coverings requires cleaning 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 coverings 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 that they can take home with them.	Staff are using face coverings in communal areas that are not classrooms and when they need to speak to a colleague from another bubble.		
	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. Reusable face coverings should be cleaned and washed regularly.			
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 larger number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.	Staff to have access to each updated RA.		
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to all pupils. Where staff have been out of school for a considerable time this may take longer.	Most staff have been in school and others have been in regular contact		
	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>	Staff appreciate that all children will respond differently to the return to school. As a school we do a lot of work on emotional health and this will continue. Any child who needs extra support will be given this.		
	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.			
	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.	Staff meetings to take place following social distancing rules.		
	18.6	Identify Mental Health First Aiders.	Dawn Lowry-staff well being vital. Staff available to discuss issues etc		

	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).	All staff given contact details		
		<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.	Only essential visits will take place		
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.	No work scheduled but guidance will be followed if work is necessary.		
	19.3	Contractors should adhere to social distancing guidelines and wear face masks or appropriate face coverings whilst on site.			
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.			
	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.			
	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.			
	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.			
20.Lettings / Meetings / Visitors	20.1	There will be occasions when visits to the setting are necessary, but settings should limit these to essential visits only to avoid visitors entering their premises, wherever possible and use remote means. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site. Lettings should only continue if the activities are in line with those permitted under the lockdown. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene, face coverings and control measures are explained to visitors on or before arrival. Face masks or appropriate face coverings should be worn by visitors whilst on site.			
	20.2	In instances where settings need to use other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually. Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established and the school has the capacity to include them.	SPLT has provided guidelines for visits which school has agreed to.		
	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.	If you use it, wipe principle to be used.		
	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. .	Visits to be virtual when possible or to take place before or after school		

	20.5	<p>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 (<a href="http://www.gov.uk">www.gov.uk</a>). From 17th May 2021 indoor adult group sports and exercise classes are also allowed.</p>	5Soccer to hold a sports club during the Easter holidays. An RA will be provided which will follow government guidance.		
	20.6	<p>From 17 May 2021 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 30 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. From 17 May 2021 all parent and child groups, for the benefit of children under 5 years of age, can meet indoors and outdoors with up to 30 participants (children under five are not counted in the number). The activities should ensure that social distancing is maintained between adults who do not live together and who are not in the same support bubble, everyone maintains good hand hygiene all should clean their hands regularly, including as they arrive, between activities, and as they leave, adults wear face coverings where social distancing between adults is not possible (for example, when moving around in corridors and in communal areas), indoors the areas used are well ventilated with fresh air (see the section on ventilation), any rooms used by these groups are cleaned after each use, and a record of all visitors to the setting is kept. 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. From 17 May 2021 where the singing is to take place outdoors multiple groups of 30 attendees can take part. This limit includes children aged under 5, so where the parent and child group has more than a total of 30 attendees of all ages, they should divide into groups of 30 or less and remain in these groups for the duration of the session.</p>	No groups currently using school premises.		

	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. For new admissions, settings should consider providing virtual tours for prospective parents and carers. If parents and carers are keen to visit in person, settings should consider ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting, regular handwashing, especially before and after the visit and holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed. 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.	No parents/carers in school currently.		
<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>	<b>22.1</b>	Consider if the fire evacuation routes need to be altered to take into account the changed use of the site.	Fire evacuation routes are appropriate		
	<b>22.2</b>	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.	Muster points need to be more distanced.		
	<b>22.3</b>	Consider if you need to re-allocate fire marshal roles.	n/a		
	<b>22.4</b>	Ensure staff know how to use fire extinguishers, where call points are etc	in place		
	<b>22.5</b>	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.	Drills taking place half termly.		
	<b>22.6</b>	Consider if staff and pupil PEEPs need to be amended.	n/a		
	<b>22.7</b>	If changes are made to the current Fire Evacuation Management Plan and staff re-trained this should be added to your Fire Risk Assessment as an interim measure and a sheet attached marked "Interim Amendments to procedures in relation to COVID-19". <b>LCC sample Fire Risk Assessment has a page in the appendices for interim changes to be noted rather than rewriting sections.</b>	n/a		
<b>23.Supervision at Lunchtimes</b>	<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.	No bubble crossing currently		
<b>24.Catering</b>	<b>24.1</b>	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..	Inhouse catering		
	<b>24.2</b>	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking into account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.			
	<b>24.3</b>	Consider whether meals can be served in the hall or need to be delivered to classrooms and discuss this with catering staff. .	Each year group will eat separately with washing of space in between use and separate tables used where necessary.		
	<b>24.4</b>	Where possible catering staff should remain in the kitchen / serving hall and use an entrance / exit as close to the kitchen as possible.	Kitchen staff have own entrance and exit.		
	<b>24.5</b>	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.	Separate tables will be used for each bubble and they will be cleaned.		
	<b>24.6</b>	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.	In house catering staff have been involved in RA planning.		
<b>25.Staff Training</b>	<b>25.1</b>	School staff should be inducted / become familiar with new working practices before opening the school, this is especially important for staff members who are new or who may not have been in school during the past months. <b>See also 2.1.</b>	Limited time available at the beginning of term.		

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.	Box available outside school office.		
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.	n/a		
	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..	n/a		
	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.	n/a		
	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.	n/a		
	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 those involved in the provision of home to school or college transport must do all that is reasonably practicable to maximise social distancing where possible and minimise the risk of transmission. What is practicable is likely to vary according to local circumstances. Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This means that where fewer children and young people are attending school or college, sufficient levels of capacity should be maintained to maximise social distancing. For example, through alternate seating or separation between year groups or schools.	n/a		
	27.6	The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your setting. It is important to consider: • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the setting • additional cleaning of vehicles • organised queuing and boarding where possible • on secondary school services, all children will be required to wear a face covering unless exempted for medical or other reasons.	n/a		
	27.7	Travel Assistance Cards to show to the driver are available for download at <a href="http://wymetro.com">wymetro.com</a> .	n/a		
	27.8	Transport to swimming pools and other centres organised by the Combined Authority will not be provided until after the October half term break so that resources can be used to provide additional school bus services. This arrangement may have to be extended further.	n/a		

	27.9	In accordance with advice from PHE, from the autumn term, we recommend that schools advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport.			
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.	RA available to Kangaroo Kids		
	28.2	Schools who operate a childrens centre on other premises (fund holder) should implement the schools Covid 19 risk assessment in that setting.	Copy of school RA sent to Aireborough Children's Centre		
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 handling / marking work, at regular intervals throughout and after completing handling / marking. Alternatively resources and marking could be left for at least 48 hours (72 hours for plastic) before and after handling / marking. It is recommended that paper work to be marked is placed in a plastic bag that can be wiped down after collection of work and before handing work back to the pupils. Other suggestions for assessed work include the use of online or electronic assessments or individual worksheets for assessed work so the pupils can retain their exercise books for lessons. Face shields / masks could be used for immediate close contact feedback and visualizers may also help. If pupils or staff have been displaying symptoms any work they have handled during that time should be left for at least 48 hours (72 if plastic).	Staff to sanitise hands between books. Not appropriate to leaving marking for any length of time due to school policy and age of children		
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.	No volunteers in school currently.		
	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 to essential visits only.	We do not use supply staff currently		
31. Before and after school clubs	31.1	From 8 March, schools can resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, or is part of a pupil's wider education and training. Vulnerable children can attend settings regardless of circumstance. Advise parents that where they are accessing this provision for their children, that they must only be using this, where the provision is being offered as part of the school's educational activities (including catch-up provision), the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution, or the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group. In addition to this, from 29 March schools can provide outdoor provision to all children and Indoor provision to vulnerable children and young people, children on free school meals, where they are attending as part of the Department for Education's holiday activities and food programme, all other children, where the provision is one of the following: <ul style="list-style-type: none"> <li>• reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group</li> <li>• being used by electively home educating parents as part of their arrangements for their child to receive a suitable full-time education</li> <li>• being used as part of their efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments</li> </ul>	Before and after school provision will focus on two bubbles-EYFS and KS1/2 and use of outdoor space as much as possible. There will be a small number of KS2 children. The provision will be based in the annex where there is space to distance the bubbles and also there is access to toilets and kitchen facilities as well as outdoor play area. Pupils will sanitise their hands when they arrive and leave and also when they go in and out to the playground. Equipment will be allocated to each bubble and a manageable and safe cleaning protocol will be established by the play worker in charge and the head.		

	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. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any ratio requirements. The relevant guidance on face coverings in Section 17 should be followed depending on the age of the children attending. From 17 May 2021 provision taking place indoors and outdoors can be in groups of any number. It remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.	Bubbles in use during the day		
	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.			
	31.4	At this current time schools should not open up or hire out their premises for use by external organisations such as sports coaches and wrap around care unless they are for provision to a) vulnerable children and young people, b) other children where the provision is reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group, c) being used by electively home educating parents as part of their existing arrangements for their child to receive a suitable full-time education, d) being used as part of their efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments. From the 29th March, and in line with when schools close for the Easter holidays, out-of-school settings and wraparound providers will be able to offer outdoor provision to all children, without restrictions on the purpose for which they may attend. Indoor provision will be able to be offered to the same categories as above with the addition children on free school meals, where they are attending as part of the Department for Education's holiday activities and food programme.	No lettings currently.		
32. Music and Performing Arts	32.1	Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume. However, there is now evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting loudly, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Schools must not host performances with an audience. Government has also published advice on safer singing <a href="https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing">https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</a> .	No wind instruments to be used. Other instruments can be allocated to bubbles and staff to ensure that they are cleaned regularly. Singing is a key part of daily teaching particularly in maths. Children to be divided into two groups for this activity to limit group size. The same rules will apply to phonics teaching when children are saying sounds etc as a group.		
	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. 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>	Assemblies will be take place in classrooms with individual classes.		



	32.3	<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>	Singing is a key part of daily teaching particularly in maths. Children to be divided into two groups for this activity to limit group size. The same rules will apply to phonics teaching when children are saying sounds etc as a group		
	32.4	<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>	Instruments allocated to bubbles.		
	32.5	<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). 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>			
	33.1	<p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands).</p>	Sports equipment to be allocated to each group for a half term or Mon-Thurs to ensure it is left for 72 hours where appropriate. The latter provision includes outdoor equipment such as the trail. Early Years outdoor area will be used as an outdoor bubble and equipment cleaned accordingly.		

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> . Outdoor competition between different schools can now take place. Indoor competition between different schools should not take place until wider indoor grassroots sport for under 18s is permitted. This will be no earlier than 12 April and will be confirmed in due course.			
	33.3	External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.	n/a		
	33.4	PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons for those pupils eligible to attend school.	5 Soccer coach to support physical activity at lunchtimes.		
	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 will wear their PE kit to school when they have PE. The kit will include joggers and warm tops as PE will be outside whenever possible. Parent/Carers to be informed that kit needs to be appropriate for outside work when weather not inclement		
	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.	N/A		
	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-nesspa-context/">https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-nesspa-context/</a> YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary).	All relevant information accessed and acted upon		
34. Science and D&T	34.1	CLEAPSS have extensive guidance on lesson delivery with Covid 19 controls (which is being updated at present) <a href="https://www.cleapss.org.uk/">https://www.cleapss.org.uk/</a>	n/a		
	35.1	<b>General</b> - Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.	Equipment to be allocated to each bubble for periods of time either a half term or Mon-Thurs.		

35. Shared Resources	35.2	<b>General</b> - Minimise, or remove altogether, soft toys, soft decorations e.g hanging displays in classrooms and other more difficult to keep clean equipment. Other equipment that is kept for the sole use of a discreet group of staff and pupils can be cleaned at the end of the day, but keep to a minimum. Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. The exception to this would be a piece of equipment such as a weighted blanket that is required for a specific sensory need. The risks generated by removing this support could potentially be greater than the risk of infection. Such equipment should remain solely for the use of one bubble and be washed at the end of every day.	Resources are kept to a minimum and those that can be washed regularly. Any other equipment to be left for 72 hours.		
	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).	Staggered breaks and rotas for staff area use to be put in place.		
	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.	Resources are kept to a minimum and limited to those that can be washed regularly. Any other equipment can be left for 72 hours.		
	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.	KS1 to have own equipment where possible eg pencil, ruler etc. Reading books will be quarantined after being at home before re-use so that all children can access the reading schemes and books relevant to their level. Children will only have a bag if they have regular toileting accidents.		
	35.6	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.	No water trays used.		
	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.			
	36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.	systems in place		

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.	systems in place		
	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.	systems in place		
	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.	school systems can be used		
	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.	school systems can be used		
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>	n/a		
38. Lateral Flow Testing	38.1	A twice weekly asymptomatic lateral flow device testing programme has been put in place in the school.	Staff test at home twice per week. This is not mandatory.		
	38.2	Staff are encouraged to take part in the programme and provided with information, guidance and the opportunity to discuss any issues / concerns and raise questions			
	38.3	Where relevant, pupils are being offered 2 lateral flow tests on their return to school.	not relevant		

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

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Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
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.				

PT1. Organising the testing system.	1.1	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.			
	1.2	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			
	1.3	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.			
	1.4	Set up a system of recording the distribution of test packs and the results of testing carried out.	EJ		
	1.5	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 :	DL/ EM		
		a) who is communicating with staff and addressing any personal issues / concerns with regards to testing they may have.	DL/ EM		
		b) who is distributing the correct number of kits to staff, ensuring staff have the right instructions and are signing for the test kits.	EJ		
		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.	EJ		
		d) who is receiving, recording and collating tests results including reporting any positive results to DCS Alert via the PCIF 01 form.	EJ		
		e) who is managing the storage, stock control and re-ordering of test kits.	EJ		
	1.6	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.	staff aware		
	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.	school office		
	1.8	The lot numbers of the testing kits provided should be recorded on arrival.	EJ		
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.			
	2.2	Storage areas should be lockable and access restricted to authorised personnel only.			
	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.	EJ		
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.			
	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.			
	3.4	It is recommended staff are given time slots for the collection of their test kits to avoid staff congregating in the area. You may wish to allocate a member of staff to deliver the testing kits to staff in where they are based. Staff distributing / collecting test kits must wear face masks / face coverings, maintain a 2m distance and hand sanitise before / after handling kits.			
	3.5	When issuing test kits the issuer must complete the test kit log - see record keeping below.	EJ		

	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.			
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.			
	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.			
	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.			
	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.			
	4.5	Staff should : a) wait at least 30 minutes after eating or drinking anything before starting the test.			
		b) Not start their test if they have had a nosebleed in the last 24 hours - if this is the case they should inform the school and take a test when the 24 hours has elapsed if possible bearing in mind the need to take the 2 tests 3 / 4 days apart. If only one nostril has bled they can swab the other one.			
		c) Swab the other nostril if they have a nose piercing or, if both nostrils are pierced, remove the jewellery first.			
		d) Swab both nostrils if they cannot take a throat swab e.g. they have had a tracheostomy.			
		e) Wash their hands or hand sanitise before taking the test.			
		f) Use a clean, flat surface and, if doing more than one test, make sure they sanitise their hands each time.			
		g) Time the test and check their results at the 30 minute point as tests results are invalid if left any longer.			
	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.			
	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.			
	4.8	As soon as possible after a positive or negative result staff should upload their results to the NHS online at <a href="https://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.			
	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.			
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.			
	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.			
	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.			
	5.4	<b>Negative result</b> - individual and household can continue as normal unless they have symptoms of Covid-19.			

	5.5	<b>Inconclusive / Void result</b> the individual should take another LFT as soon as possible using a new test kit but not reusing anything from the first kit. Relevant action will then be taken when a positive / negative result is obtained. If both tests are void the member of staff should arrange to have a PCR test. They do not need to isolate whilst awaiting the results if they are asymptomatic.			
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.	EJ		
	6.2	Records must be kept in accordance with GDPR requirements.	EJ		
	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.	EJ		
	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.	Amended		
	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).	EJ		
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.			