



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

Area of control	Control Measures	Additional / altered measures / notes	Implemented by : Initial	Date Completed
1. Building Management / readiness	1.1 If your site has been closed over the summer break inspect the site for :			
	1.1.1 Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure	Asbestos removal taking place during summer break and so there will be a check on works and certificates produced.		
	1.1.2 Damage to the building and fixtures and fittings	School has remained open and site superintendent has carried out normal duties. Building work will be signed off at the beginning of September		
	1.1.3 Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...			
	1.1.4 Rodent activity and/or infestations - commissioning of pest control may be required			
	1.2 Operational checks (to ensure good working order) to be carried out on :	Carried out as usual during lockdown. All regular checks have continued		
	1.2.1 Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.	These are checked following building work completion		
	1.2.2 Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.	See above		
	1.2.3 Emergency lighting	See above		
	1.2.4 Gas supplies including science laboratories and kitchens	See above		
	1.2.5 Kitchen equipment	DW to check kitchen equipment		
	1.2.6 Ventilation systems including LEV in kitchens, science labs and store rooms and classrooms			
	1.2.7 Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy	Legionella checks have been done as per schedule		
	1.2.8 Water systems to look for leaks and ensure there is provision of hot water			
	1.2.9 Windows, doors and gates including electronic gates and doors			
	1.2.10 Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.			
	1.2.11 Equipment used on site e.g floor cleaners, photocopiers, whiteboards (servicing should be in line with the manufacturer's/provider's requirements).			
	1.3 Ensure Statutory Inspections are up to date for :			
	1.3.1 Lifts and Lifting Equipment (if the scheduled inspections have not taken place in the last six months);			
	1.3.2 Pressure systems (if the scheduled inspections have not taken place in the last 12 months);	19/07/2019		
	1.3.3 LEV (if the scheduled inspections have not taken place in the last 14 months);			
	1.3.4 Gas Appliances (if the scheduled inspections have not taken place in the last 12 months);			
	1.3.5 Fixed wiring (if the scheduled tests required by the regulations have not taken place in the last 5 years);			
	1.3.6 PAT (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)	04/02/2020		
	1.3.7 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		
	1.3.8 Sports Equipment (if the scheduled inspections have not taken place in the last 12 months);	19/07/2019		
	1.3.9 Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months);	19/07/2019		
	1.3.10 Tree surveys (if the scheduled inspections have not taken place in the last 12 months);			

	1.3.11	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).	Rosse systems are the provider and will be checking system summer 2020		
	1.4	Cleaning of the premises			
	1.4.1	Thorough cleaning is not required if no-one has been into the premises during the summer break. However, if someone goes into the premises within 3 days before the date of reopening, any areas accessed by that person must have a thorough clean of touch surfaces.	Extensive firewall work and asbestos removal taking place during summer 2020. Cleaning will take place following the work. Staff are making up the hours not used during building work to ensure complete clean.		
	1.4.2	If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.			
	1.5	Supplies			
	1.5.1	Ensuring you have adequate supplies of hand sanitiser, soap and hand towels / drying facilities in kitchens, toilets and at sinks to allow for the larger numbers of students and staff on site and the increased amounts of cleaning required.	Supplies have been ordered by the end of the summer term		
	1.5.2	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.		
2. Assessing staff and pupil numbers to assist in plans for opening	1.5.3	Identify if you have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly and action where necessary.	Stations in every classroom, at front door and in hall		
	2.1	Consider phasing the re-opening of the school to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. It is important to consider that plans are from the beginning of the Autumn Term. Allowing time to review plans and carrying out regular review means that schools can judge how all pupils and staff can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing or having to revise provision and plans several times. This is particularly important as many pupils and staff have been out of school for several months and may be unfamiliar with new systems and plans. Ensure adequate time is allowed for pupils and staff who are new starters e.g reception, Year 7, Year 12 as they may take longer to become familiar with the setting and procedures.	Building work to be completed by 31st August. Staff in first week of September to clean and move equipment to correct areas. Two training days 7/8th Sep [first aid training for support staff]. Y1/2 start 9th Sep, Rec 14th Sep [staggered start over one morning] and Nursery two week staggered start beginning 14th Sep.		
	2.2	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.	All parent/carers contacted at the beginning of the year to update information. Pregnant members of staff will have a WASP and one will be working from home and school will ensure that there is social distancing for the other who will be in school		
	2.3	Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver 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		
	2.4	Consider that if there is a positive case in school that staff and pupil numbers may be affected.	More than one member of staff in each bubble so there is flexibility with regard to staffing and illness.		

		Ongoing			
	2.7	Review ratios, rotas, medical and first aid needs on an ongoing basis.			
3.Updating pupil and staff details	3.1	Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.	Information requested from new starters in July 2020 and parent/carers reminded to update information regularly. Ask for information prior to school starting-send with risk assessment on 4th September.		
	3.2	Re-assess if IPRA's or PBSP's are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRA's / PBSP's may need to be altered to reflect the current situation.	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.	Each class has a list and any necessary equipment		
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Information requested from new starters in July 2020 and parent/carers reminded to update information regularly. Ask for information prior to school starting-send with risk assessment at beginning of September.		
4.Assess activities / lessons which can take place	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35 below.	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. Staff will use Tapestry to communicate with parents. Reading books will be used in school and not sent home as there is an issue with books being returned.		
	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.		
		Ongoing			
	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.	Weekly communication to parents/carers.RA to be issued before the start of term. Parent/ Carers to confirm that they have read the RA.		
	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.		
	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	Government advice is now that where schools implement the system of controls outlined in government guidance and in this workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. This means that staff and pupils who will remain on the shielded patient list can also return to their setting, as can those who have family members who are shielding. It remains the case that wider government policy advises those who can work from home to do so. Government advice is that this will not be applicable to most school staff, but where a role may be conducive to home working,e.g some administrative roles, school leaders should consider what is feasible and appropriate. IPRAs and employee risk assessments e.g WASPs must be carried out for all Category 1, 2 and 3 staff who are now returning to work before they return to ensure it is as safe as possible. OH can assist with medical advice for staff.	new advice from Leeds 4/9/20		
	6.1.1	Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that staff and pupils who will remain on the shielded patient list can also return to their setting, as can those who have family members who are shielding. It remains the case that wider government policy advises those who can work from home to do so. Government advice is that this will not be applicable to most school staff, but where a role may be conducive to home working,e.g some administrative roles, school leaders should consider what is feasible and appropriate. IPRAs and employee risk assessments e.g WASPs must be carried out for all Category 1, 2 and 3 staff who are now returning to work before they return to ensure it is as safe as possible. OH can assist with medical advice for staff.	WASPs to be carried out for two members of staff who will be in the third trimester by September. They will not be class based and systems will be in place to ensure that there is social distancing. One will work in school and one from home. New advice from Leeds		
	6.1.2	Some pupils or staff who are no longer required to shield, but are still generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). Any advice must be considered in an IPRA or WASP. OH can assist with medical advice for staff.	WASP also to be carried out for two teaching assistants who have been shielding but will be class based.		

	6.1.3	Schools should be as flexible as possible in how members of staff previously in these categories are deployed to enable them to work remotely where possible (for staff previously in category 1), in roles in settings where it is more possible to maintain social distancing or with the use of additional PPE (for staff previously in categories 1,2 and 3).Staff in Category 1,2 and 3 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. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.	WASPS for relevant staff [risk assessments]		
7.Persons who are already displaying Coronavirus symptoms	7.1	All persons who are displaying symptoms must not come into school and should follow Government guidance on self isolating including test and trace.	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 7 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 mteres away.		
	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 initial child, young person or staff member with symptoms tests negative , they can return to their setting and the fellow household members can end their self-isolation. Where a contact traced child, young person, or staff member tests negative following the development of symptoms they will need to continue self -isolating until 14 days after symptoms have started. Fellow household members can end their self-isolation.	Clear communication with whole school community with regard to government guidance.		
	8.5	Where the child, young person or staff member tests positive , contact PHE for advice around which bubble(s) should be collapsed and staff and pupils sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. Inform DCS Alert.	Contact details available for staff.		

8. Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	8.6	If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice.	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.		
		Follow the guidance in Bulletin 12 - COVID 19 and CF50 if you have reasonable grounds to suspect a member of staff or pupil has contracted Coronavirus through attendance at school.			
		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.			
		Useful information on self isolating			
		https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection	Advice for school community available on the website		
	9.1	Travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.	Arrival times-8.55 Red classes, 9.00 Junior siblings, 9.10 Blue classes. Home times-2.55 Red classes, 3.00 Junior siblings, 3.10 Blue classes Nursery arrive at 9.00 and finish at 12.00 or 3.00 depending on attendance pattern.		

9. Controlling access into the school for staff, pupils and members of the public.	9.2	Open as many access points into the school grounds during drop off and pick up as possible to assist with social distancing and enabling ease of access for 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.		
	9.3	Where possible have separate access and exit points into the building for different groups of pupils and staff as close as possible to their designated classroom / work areas. Rooms / work areas should be accessed directly from outside where possible.	Children will enter through their classroom door which opens onto the playground so each class has a separate entrance.		
	9.4	Where possible, at drop off and pick up times to avoid the contamination of door handles doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.	Staff to stand at classroom doors at the beginning and end of the day to ensure that children are safe.		
	9.5	Parents and carers should be advised not to congregate in playgrounds / outside school and to observe social distancing. If possible areas outside drop off / pick up points could be marked with social distance markers to help.	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.		
	9.6	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		
	9.7	Parents and carers should be informed they should only come into the school building via the office reception area and by prior arrangement where possible.	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.		
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.	Staff to enter via Reception to use Inventory system-this is naturally staggered.		
	9.9	Inform suppliers, contractors, visitors as far as possible of the times the school is open and the procedures for accessing the site if these have changed.	Suppliers etc to follow school procedures which are made clear.		
	9.10	Building plans can be utilised to plan and mark on any entry or exit routes to provide a visual document for staff, pupils and parents / carers.	Plan sent to parents/carers with risk assessment		
	9.11	Ensure that staff working in the reception area / office are protected from face to face contact e.g via the use of screens. Staff in open reception areas may require face coverings 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 sanitisation	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. Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	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. Cleaning	11.1	General Cleaning			
	11.1.1	Cleaning should be carried out using standard cleaning chemicals/disinfectant and / or anti-viral wipes and sprays. Guidance is available in https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings	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.		
	11.1.4	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. Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives.	No sand or water available initially but Nursery to trial how practical it is to change water four times per day.		
	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	Rooms used for isolating persons displaying symptoms			
	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	Clothing			

	11.3.1	There is no need for anything other than normal personal hygiene and washing of clothes following a day in school.	Children to wear uniform		
	11.4	Hygiene Suites / Intimate Care Facilities			
	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	Leeds City Council / FM cleaning providers			
	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		
		Government Guidance states that : Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum. We recognise that maintaining distance or forming bubbles could be particularly difficult in special settings, and it is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. The use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, dining halls, toilets and therapy rooms. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, settings may need to change the emphasis on bubbles within their system of controls and increase the size of these. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially.	Guidance from government to be shared with school community and details included in this Risk Assessment		
	12.1	Corridors and Circulation Spaces			
	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	Bubble sizes and Classrooms / Learning Areas		

	12.2.1	Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. This may be by class group, year group or phase depending on the age of the pupils, the school layout, the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school. In secondary schools, particularly at KS 4 and KS 5, this is likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in KS 3 schools may be able to implement smaller groups the size of a full class.	Each year group will be a bubble but will have their own classrooms. 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. 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 where possible. 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 have used the summer term to trial the use of equipment to maintain safety and allow for wider access but there is also an awareness that the numbers are greater than they were in the summer term. Use of resources and cleaning will be adapted to maintain safety and ensure that this is manageable.		
	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. 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.) It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.	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 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.	PPA cover and supervision at lunchtime will mean that a small number of staff will move between two or three bubbles. Good hygiene and social distancing where possible will be carried out.		

12. Bubbles / Social Distancing	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.	Sinks in each classroom.		
	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	PPA time - staff moving between bubbles for PPA time should be limited as far as possible e.g. not working across multiple different bubbles every day unless they can maintain social distancing. Consider grouping staff to a smaller number of PPA bubbles, having PPA when outside areas / activities could be used, use of HLTAs and TAs that are already part of that bubble where appropriate, and the use of PPE if close contact is required.	PPA cover and supervision at lunchtime will mean that a small number of staff will move between two or three bubbles per day. PPA bubbles as small as operationally possible. Good hygiene and social distancing where possible will be carried out.		
	12.4	Outdoor Areas			
	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	Breaks and Lunchtimes			
	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	Toilets			
	12.6.1	Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. The use of hand sanitiser stations outside / inside toilets may assist with this as pupil volumes increase. Where possible use of toilets should be as close to their learning base or on a rota with social distancing observed if groups have share / mix e.g. staff toilets, shared toilets off corridors / between classrooms.	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 anyone 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	Assemblies / Collective Worship			
	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 streamed when they take place. 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	Staff areas			
	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.	Staffroom- 6 members of staff at a time to eat- 2 at the table, 4 in the conservatory. This means that staff can have access to microwave etc but then eat elsewhere. Staff to eat at different times by mutual consent		
	12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing.	Head's office 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	Communication			
	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.	Paediatric First Aid training to take place 7/8 September.		
	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. General controls	15.1	Ventilation			
	15.1.1	Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.	School is open plan for the most part-outside doors when open will be supervised by staff		
	15.1.2	Where possible open windows to classrooms, offices, staff rooms etc.	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.	N/A		
	15.2	Learning Outside			
	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	Medical Needs			
	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	Water fountains			
	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	Government guidance is currently that over night domestic and international educational visits are ceased for the time being. Settings can resume non-overnight domestic educational visits.	There will be no educational visits in the first half term.		
	16.2	This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits should complete the Day Visits risk assessment along with any venue specific assessments.	No educational visits planned for Autumn 1.		

	16.3	Settings are also allowed to now make use of outdoor spaces in the local area to support delivery of the curriculum. As part of the visit risk assessment, settings will need to consider what Covid 19 control measures need to be used, familiarise themselves with the Covid 19 measures at any sites they are visiting and ensure they are aware of wider advice on visiting indoor and outdoor venues.			
	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. https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings	n/a		
17.PPE for staff and pupils	17.1	The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), head teachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering. Public Health England does not (based on current evidence) recommend the use of face coverings in education settings, except where they are already routinely used as part of close contact care. They are not generally required in education settings as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11). If staff have to work in close contact with pupils e.g to supervise science experiments, D&T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves.	Masks available for intimate care work when required.		
	17.2	FFP2 / 3 masks are not necessary in a school setting.			
	17.3	Activities such as close intimate care e.g nappy changing, invasive medical procedures, assisting with feeding necessitate closer contact with pupils. Staff carrying out these activities should wear disposable gloves and aprons and may need IIR masks and eye protection. This would need to be assessed on a case by case basis.	Masks available for intimate care work when required.		
	17.2	FFP2 / 3 masks are not generally necessary in a school setting.			
	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.			
		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.	School office has contact details and access to bulletins		
	17.7	In areas where local lockdowns or restrictions are in place, 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		

18. Staff Wellbeing	18.1	Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. As staff may feel anxious about returning to school and the larger number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.	Staff to have access to RA before term starts to comment on.		
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils. Where staff have been out of school for a considerable time this may take longer.	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. https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers	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.	WASPs to be carried out for two members of staff who will be in the third trimester by September. They will not be class based and systems will be in place to ensure that there is social distancing. One will work in school and one from home.		
	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		
		Guidance on Staff Wellbeing is available on Leeds for Learning.			
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.	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 in Autumn 1		
	19.3	Contractors should adhere to social distancing guidelines.			
	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.			
	20.1	Lettings, visitors and on site meetings can take place if they cannot be done remotely. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene and control measures are explained to visitors on or before arrival.	Discussion with those running the lettings about COVID 19 control measures-lettings at a minimum Autumn 1		

20.Lettings / Meetings / Visitors	20.2	Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff.	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	Sports lettings must provide their own risk assessment and follow the guidelines laid down by their National Governing Body that have to be submitted and approved by the Government. Players should arrive changed and shower at home. If changing rooms and showers are closed exceptions may be made where safety and safeguarding measures require their use, e.g. supporting disability athletes, a child needs a change of clothing etc.. Guidance and a list of NGB whose rules have been approved can be found at : https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework .	No lettings in Autumn 1-we will review this in the first half term		
21.Pupil Wellbeing	21.1	Guidance is available on Leeds for Learning for pupil wellbeing			
22.Fire safety	22.1	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		
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.	Muster points need to be more distanced.		
	22.3	Consider if you need to re-allocate fire marshal roles.	n/a		
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc	in place		
	22.5	Practice new procedures as soon as possible after opening.	Drill to take place in first few weeks of September		
	22.6	Consider if staff and pupil PEEPs need to be amended.	n/a		
	22.7	If changes are made to the current Fire Evacuation Management Plan and staff re-trained this should be added to your Fire Risk Assessment as an interim measure and a sheet attached marked "Interim Amendments to procedures in relation to COVID-19". LCC sample Fire Risk Assessment has a page in the appendices for interim changes to be noted rather than rewriting sections.	n/a		
23.Supervision at Lunchtimes	23.1	Consider how to allocate staff at lunchtime to ensure supervisors stay with a consistent group of pupils and have adequate breaks.	Some lunchtime staff also work as Teaching Assistants so there will be crossing of bubbles.This will be kept to a minimum.		
24.Catering	24.1	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..	Inhouse catering		
	24.2	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking into account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.	Grab Bags for first three days and then hot food will be served but this will regularly be reviewed.		
	24.3	Consider whether meals can be served in the hall or need to be delivered to classrooms and discuss this with catering staff. LCC catering can provide hot and cold grab bags which can be served to pupils in their classrooms for schools using their services and this may be possible for other catering teams to do.	Reception and Y2 to eat in hall at different times. Nursery and Y1 to eat in classroom.		
	24.4	Where possible catering staff should remain in the kitchen / serving hall and use an entrance / exit as close to the kitchen as possible.	Kitchen staff have own entrance and exit.		
	24.5	Tables / seating set out by catering staff should be cleaned before pupils and staff use them and in between each group of staff and pupils.	Separate tables will be used for each bubble and they will be cleaned.		

	24.6	Catering staff should observe the rules of social distancing and hygiene whilst on site. LCC Catering staff may be wearing face masks due to constraints of social distancing and food hygiene.	In house catering staff have been involved in RA planning.		
25. Staff Training	25.1	School staff should be inducted / become familiar with new working practices before opening the school, this is especially important for staff members who are new or who may not have been in school during the past months. See also 2.1.	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 children on dedicated school buses will not need to maintain social distancing and however social distancing should still be encouraged wherever possible within vehicles.	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: <ul style="list-style-type: none"> • 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 wymetro.com .	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 for Autumn 1.		
	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.	We do not use supply staff currently		
31. Before and after school clubs	31.1	Settings can extend before and after school provision to any breakfast and after-school provision from the start of the autumn term. Settings may need to respond flexibly and build this up over time.	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 school hall 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.	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.	Information sent to parent/carers. Re-send September 2020.		

	31.4	Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance.	No lettings in Autumn 1		
32. Music and Performing Arts	32.1	Singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.	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 https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts	Assemblies will be streamed when they take place.		
	32.3	Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.	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	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.	Instruments allocated to bubbles.		
33. PE / Sports including dance.	33.1	If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands).	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.		
	33.2	Instruments should be cleaned by the pupils playing them, wherever possible.	No contact sports to take place		
	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	Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Such providers should provide settings with their own Covid 19 control measures and follow any school based controls.	Coach from Guiseley Sports Foundation to work with Nursery for one hour per week. 5 Soccer to work with Reception for half an hour per day.		
	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. https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-nesspa-context/ 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) https://www.cleapss.org.uk/	n/a		
35. Shared Resources	35.1	General - 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.		
	35.2	General - 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	Staff Rooms - 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	Play equipment - 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	Classroom resources - 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 shared within a bubble but rotated at regular intervals [left for 72 hours] so that all children can access the reading schemes and books relevant to their level. Reading books will not go home but instead reading activities will be sent home in the first instance and this will be reviewed. Children will only have a bag if they have regular toileting accidents.		
	35.6	Early Years - Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives. Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.	No sand or water available		

	35.7	Pupils can take resources e.g library books, home as long as they are quarantined for 48 hours (72 if plastic) on their return if they cannot be cleaned.	Not in Autumn 1-to be reviewed		
36. Record Keeping	36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.	systems in place		
	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	<p>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:</p> <ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted in your setting, • use of hand sanitiser before boarding and after disembarking (putting sanitiser on whilst on board could cause spillages and slip hazards), • additional cleaning of vehicles, • organised queuing and boarding, • distancing within vehicles wherever possible, • 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. 	n/a		