



Managing Covid 19 in Schools for September 2020 opening - Risk Assessment - Version 3.1

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 :	Altered		
	1.1.1 Damage to asbestos containing materials e.g these may have been damaged by rodent activity during the closure	All to be checked by Vince and Adrian		
	1.1.2 Damage to the building and fixtures and fittings	As above		
	1.1.3 Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...	As above		
	1.1.4 Rodent activity and/or infestations - commissioning of pest control may be required	As above		
	1.2 Operational checks (to ensure good working order) to be carried out on :			
	1.2.1 Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.	As above		
	1.2.2 Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.	As above		
	1.2.3 Emergency lighting	As above		
	1.2.4 Gas supplies including science laboratories and kitchens	As above		
	1.2.5 Kitchen equipment			
	1.2.6 Ventilation systems including LEV in kitchens and classrooms	Catering Agency to check and Adrian and Vince		
	1.2.7 Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy	Adrian and Vince to undertake during the summer		
	1.2.8 Water systems to look for leaks and ensure there is provision of hot water	Adrian and Vince to undertake during the summer		
	1.2.9 Windows, doors and gates including electronic gates and doors	Adrian and Vince to undertake during the summer		
	1.2.10 Any D&T equipment is checked, and ensuring any PPE is available as required by risk assessments.	JL to check		
	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).	Adrian and Vince to undertake during the summer		
	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);	Already completed		
	1.3.3 LEV (if the scheduled inspections have not taken place in the last 14 months);	Adrian and Vince to undertake during the summer		
1.3.4 Gas Appliances (if the scheduled inspections have not taken place in the last 12 months);	Adrian and Vince to undertake during the summer			
1.3.5 Fixed wiring (if the scheduled tests required by the regulations have not taken place in the last 5 years);	Adrian and Vince to undertake during the summer			
1.3.6 PAT (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)	Adrian and Vince to undertake during the summer			
1.3.7 Asbestos Management Plan (if the plan has not be re-assessed in the last 12 months);	Adrian and Vince to undertake during the summer			
1.3.8 Sports Equipment (if the scheduled inspections have not taken place in the last 12 months);	Check in the summer			
1.3.9 Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months);	Not due as only recently purchased			
1.3.10 Tree surveys (if the scheduled inspections have not taken place in the last 12 months);	SR to contact a tree surgeon			

	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).	Adrian and Vince to undertake during the summer		
	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.	Vince to ensure a thorough clean takes place as some areas of the school will be in use		
	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.	As above		
	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.	Adrian and Vince to check		
	1.5.2	Ensuring you have adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.	Adrian and Vince to check		
	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.	Adrian and Vince to check		
2. Assessing staff and pupil numbers to assist in plans for opening	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.	A plan for the full opening of school is in place.		
	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.	Information held in school to be updated by the office		
	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.	NA currently		
	2.4	Consider that if there is a positive case in school that staff and pupil numbers may be affected.	Plans in place to send bubbles home if required (e.g. active Covid case or lack of staff)		
		Ongoing			
2.7	Review ratios, rotas, medical and first aid needs on an ongoing basis.	In place			

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.	Office to contact home for updates		
	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.	SR to check and implement measures		
	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.	Office to inform staff as is the usual practice		
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	Office to inform the catering team as is the usual practice		
4.Assess activities / lessons which can take place	4.1	There is activity / subject specific and shared resources guidance in sections 31 to 35 below.			
	4.2	It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.	Altered sections 4.2, 4.3, 4.4 and 4.5 and moved to section 35. A letter has gone to parents and pencil cases to be provided by school		
	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.	To be considered over the summer		
		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.	In place		
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.	In place (via Dojo for parents / carers)		
	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.	Information to be placed on the windows by the office team and in the newsletter		
	5.3	This may be by newsletters, letters, emails, signs etc...	In place		
	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.	In place		
6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1	Clinically Extremely Vulnerable persons. (Category 1), Clinically Vulnerable persons (Category 2), BAME, males over 60 and pregnant staff.			
	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. IPRA's 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.	All staff are expected to return in September and all children. However, where this is not the case appropriate strategies will be implemented to support their return to school / work.		

	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.	As above		
	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).	As above		
7. Persons who are already displaying Coronavirus symptoms	7.1	All persons who are displaying symptoms must not come into school and should follow Government guidance on self isolating including test and trace.	Staff and parents to be reminded		
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .	As above		
	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.	Plans in place for isolating prior to going home / being collected		
	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.	In place		
	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.	Masks and other PPE are available in school (office.) Only the TA of one child should require PPE		
	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.	In place - to be communicated with parents		
	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.	In place - to be communicated with parents		

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.	Advice to be followed by the SLT / office who will contact the LA in the event of an outbreak		
	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.	Ensure all staff are aware of this information		
	8.8	Clean core areas those staff or pupils have been in with standard cleaners / disinfectants.	Update Vince and Adrian		
	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.	The visitors' toilet next to the door to be used for this and closed off if someone with symptoms has used it		
	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 meeting room (old science room will be used for this)		
	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).	An appropriate thermometer is on order to enable temperatures to be taken accurately		
		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.	Altered PHE guidance expected soon.*		
		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			
	9.1	Travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.	Staggered times are not required here. However, the opening time has been increased by 10 minutes and the 1 access point has been increased to 2		
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.	As above		
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.	Plans in place		

9. Controlling access into the school for staff, pupils and members of the public.	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.	Already in place		
	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.	Plans in place		
	9.6	Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.	Contact parents to remind / inform them		
	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.	As above		
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.	They will continue to come through the main entrance		
	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.	SR, Vince and Adrian to take responsibility		
	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.	JL to ensure pictures to be placed on Dojo		
	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.	Ensure social distancing and encourage parents to let us know when they are coming into school via appointment		
10. Handwashing and hand sanitisers (N.B Regular and thorough hand cleaning is going to be needed for the foreseeable future.)	10.1	Have hand wash stations or hand sanitisers at entrance points to the building and get staff, visitors and pupils to use them on entry.	In place - Adrian and Vince to check		
	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.	Think about mobile hand washing stations if required and remind children to wash their hands		
	10.3	If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.	In place - to be checked by Vince and Adrian		
	10.4	All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.	Remind staff who move about school		
	10.5	Tissues should be available in all group areas and should be single use only and binned after use.	Office to check		
	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.	In place		
	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.	Remind staff and erect the additional sanitisers		
	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.	Monitoring in place		
	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.	NA. Emma to check in kitched area		
	11.1	General Cleaning			

11.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	Vince to check		
	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.	Office to check sufficient products in classrooms		
	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).	In place. Children currently not involved - however, this may change		
	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.	In place		
	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.	Inform staff to refer to Adrian / Vince if required		
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.	Will take place if staff move areas		
	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.	Meeting room		
	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.	Deleted relaxing uniform or need for clean clothes daily		
	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.	In 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:-	Vince to organise if required			
	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:-	As above			
	Enhanced cleans of areas, which may include other items not on contract or a more thorough clean of touch points.	As above			
	Cleaning of hard surface toys such as plastics, wood, sports equipment etc.	As above			
	Additional hours throughout the day i.e. midday cleans if school attendance is to be split between morning and afternoon.	NA			
	Government Guidance states that :	Minimising contacts	Altered		

	<p>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.</p> <p>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.</p> <p>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.</p> <p>Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>The use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, dining halls, and toilets, and therapy rooms. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings.</p> <p>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.</p>			
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.	change from 2m *		
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.	In place		
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.	Year group bubbles in place with little movement of staff.		
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.	In place		

12. Bubbles / Social Distancing	12.2.3	Classrooms desks (if in use) should be laid out to enable staff and pupils to move around the room safely and be facing forward or side by side where possible. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.	In place across years 1 - 6. However, it is not possible for Reception where tables may be grouped		
	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.	Changed from removal of resources for early years		
	12.2.5	For older year groups consider locating staff members at designated points where possible.	NA during school hours		
	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.	Changed from stay in doorway - this allows for PPA cover etc...*		
	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.	In place		
	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.	In place		
	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.	In place		
	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.	Staff will move as little as possible		
	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.	Ensure staff are aware		
	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 aware		
	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.	Staff will be reminded to do social distancing as there will be some movement to cover classes' PPA time. Staff will wash their hands when moving from one area to the other and hand sanitiser will be available		
	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.	Outdoor areas will be zoned		
	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'.	Plan in place		
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.	Tentative plan in place for lunches. However, this may evolve and change after the first couple of weeks		
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.	Designated toilets cannot be changed however, children will be reminded to wash their hands and lunch supervisors will wipe the toilets at lunch times. Toilets to be monitored closely by teachers, TAs, SLT and cleaning team		
12.6.2	Limit the number of children or young people who use the toilet facilities at one time.	Allow children to go to the children during class time to reduce the numbers at break times		
12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).	Where possible however, children will be reminded but not individually checked		
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.	In place		
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.	In place		
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.	In place		
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.	Large gathering in the hall will be avoided until informed otherwise		
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.	NA		
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.	In place		
12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing.	Not required as the staff team is small and lunch times are staggered		
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.	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).	Individual choice		
	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.	In place		
	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.	In place but staff also aware of safer working practice		
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.	Office to check across school		
	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.	Changed as will revert to previous requirements		
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.	Registration biometrics not in use		
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.	NA		
	14.3	The use of Lifts and control panels should be limited to essential users only and should be cleaned between users e.g using hand sanitisers or ant-viral wipes.	Adrian only to use the lift		
	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.	Not in use currently		
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.	In place		
		15.1	Ventilation		
15.General controls	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.	In place		
	15.1.2	Where possible open windows to classrooms, offices, staff rooms etc.	In place		
	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.	Altered		
	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.	In place as are appropriate risk assessments		
	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 pins and inhalers should be available wherever the CYP is. Ensure staff are trained in their use.	Information is sent by the office at the start of the year and updated as circumstances for children change		
	15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.	In place		
	15.4	Water fountains			
	15.4.1	Water fountains in shared pupil areas should be taken out of use.	Not in use currently		
	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 bring their own bottles every day and full the bottles themselves		
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.	Class residential cancelled for this year.		
	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.	As above		
	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.	Checks in place. Currently only local outdoor settings are accessed and children arrive on-foot or in the school minibus in small groups		
17.PPE for staff and pupils	17.1	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.	TAs working with children who require support to eat will be able to wear face masks		
	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.	Available in school		
	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.	As above - to be monitored by the office to ensure sufficient PPE is available		
	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.	Only required for one person		
	17.6	Advise staff who may get bodily fluids, including spit, on their clothes from pupils to bring a change of clothes to work.	Update staff		
		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.	Refer to the office		

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.	Risk assessment to be shared with staff and discussed on the training day - 07.09.20		
	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.	All staff have been in school including the 2 recently appointed teachers		
	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	Make staff aware		
	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.	Respond to individual requirements		
	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.	To continue using Teams or Zoom where necessary. Social distance in the hall or a classroom for larger meetings		
	18.6	Identify Mental Health First Aiders.	In place		
	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).	In place		
		Guidance on Staff Wellbeing is available on Leeds for Learning.			
19. Contractors visiting site	19.1	Minimise visits wherever possible to essential visits only e.g to carry out statutory testing, repair work or building works.	In place		
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.	This is always expected		
	19.3	Contractors should adhere to social distancing guidelines.	Remind contractors if they are required on site		
	19.4	Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.	As above		
	19.5	If contractors need supervising this should be done following social distancing guidelines.	To remind Adrian and Vince		
	19.6	Contractors to follow Government guidelines on self isolating if they or their family members display any symptoms.	This is their responsibility		
	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.	In place		
	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.	They will be asked to use the toilet in the entrance and will be reminded to wipe it after use		
	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.	In place		
20. Lettings / Meetings / Visitors	20.1	Lettings, visitors and on site meetings can take place if they cannot be done remotely. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene and control measures are explained to visitors on or before arrival.	This information will be requested before they arrive in school - remind office staff		
	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.	Altered		

	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.	The toilet in the entrance hall will be used and visitors will be reminded to wipe it after use		
	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.	In place		
21.Pupil Wellbeing	21.1	Guidance is available on Leeds for Learning for pupil wellbeing			
	22.1	Consider if the fire evacuation routes need to be altered to take into account the changed use of the site.	NA		
	22.2	Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.	Amended to remove 2m rule within bubble.		
	22.3	Consider if you need to re-allocate fire marshal roles.	In place		
	22.4	Ensure staff know how to use fire extinguishers, where call points are etc	They have received training		
22.Fire safety	22.5	Practice new procedures as soon as possible after opening.	Include in the plans for the first 2 weeks of school		
	22.6	Consider if staff and pupil PEEPs need to be amended.	NA		
	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.	To be considered once the 1st practice has taken place		
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.	In place		
	24.1	Inform catering staff of any changes made from this risk assessment e.g to entry / exit points, fire safety procedures, safeguarding etc..	Altered		
	24.2	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking onto account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.	In place		
24.Catering	24.3	Consider whether meals can be served in the hall or need to be delivered to classrooms and discuss this with catering staff. LCC catering can provide hot and cold grab bags which can be served to pupils in their classrooms for schools using their services and this may be possible for other catering teams to do.	Already in place		
	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.	In place		
	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.	Remind catering staff		
	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.	This is their responsibility		
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.	Induction plan in place and training day allocated to remind / update staff of new requirements		
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.	Parents can come into school and stand in the allocated area		

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.	NA		
	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..	NA		
	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.	NA		
	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.	NA		
		Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of 2 metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.	In place		
		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 • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • the use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	Ensure Bally and Maria are aware of the protocol. Will face masks become manitory for children. Bally and Maria to wear face masks anyway		
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.	Update any potential lettings		
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 it should be left for at least 48 hours (72 hours for plastic) before and after marking. It is recommended that paper work to be marked is placed in a plastic bag that can be wiped down after collection or work and before handing work back to the pupils. Alternatively, staff can wash hands or sanitise before marking work, at regular intervals throughout and after completing marking. 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. 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).	New * Staff will be expected to wash their hands before and after		

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.	In place		
	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.	New		
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.	New		
	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.	Not possible		
	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.	New		
32. Music and Performing Arts	32.1	There may be an additional risk of infection in environments where people are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Settings should physically distance, play outside wherever possible, limit group sizes to no more than 15, position pupils back-to-back or side-to-side, avoid sharing instruments, and ensure good ventilation.	New. Consider instrument lessons to ensure safety		
	32.2	Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies.	New		
33. PE / Sports including dance.	33.1	Pupils should be kept in consistent groups and outdoor sports should be prioritised where possible. Inside large indoor spaces should be used maximising distancing between pupils. Sports equipment that has been touched / handled should be cleaned between groups and pupils and staff should clean their hands before and after activities. Alternately you can rota use so it is not used for 72 hours between groups. Hand sanitiser would be useful to use regularly during sporting activities.	New. To be monitored by JL and MP		
	33.2	Contact sports should not take place. AfPE guidance is that many physical activities can be adapted so they are non-contact e.g tag rugby instead of contact rugby, so that a broad curriculum can still be delivered.	New *		
	33.3	External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.	New		
	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.	New. This will not take place at MW until after the autumn half term		
	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.	Parents have been informed that their children will wear their kits to school		
	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.	Altered *		

	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-pesspa-context/ YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary).	MP to check		
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/	NA		
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.	New. Staff to be made aware		
	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.	Altered and moved from 4		
	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).	Moved. Individual choice		
	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.	Altered and moved. MP, Adrian and Vince to check		
	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.	Children to be asked to bring their own pencil cases and keep them at school		
	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.	New. Make EYFS Leader aware		

	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.	New		
36. Record Keeping	36.1	Good record keeping is key to managing any potential positive cases and / or outbreaks.	New* Office staff to be aware and to maintain the log		
	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.	New* and 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.	New* Information regarding interventions included on the provision map. Sherelle to record the children they are working with in the normal way		
	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.	New* Inform the office		
	36.5	A record should be kept of which staff have assisted pupils or staff who are displaying symptoms. This could be via first aid records or could be added to the simple spreadsheet if used.	New* Office to record		