



Managing Coronavirus in Schools - Risk Assessment - Version 2.4

Area of control	Control Measures		Additional / altered measures / notes	Implemented by : Initial	Date Completed
1. Building Management / readiness	1.1	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			
	1.1.2	Damage to the building and fixtures and fittings			
	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 :			
	1.2.1	Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.			
	1.2.2	Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.			
	1.2.3	Emergency lighting			
	1.2.4	Gas supplies including science laboratories and kitchens			
	1.2.5	Kitchen equipment			
	1.2.6	Ventilation systems including LEV in kitchens and classrooms			
	1.2.7	Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy			
	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);			
	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)			
	1.3.7	Asbestos Management Plan (if the plan has not be re-assessed in the last 12 months);			
	1.3.8	Sports Equipment (if the scheduled inspections have not taken place in the last 12 months);			
	1.3.9	Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months);			
	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).			

	1.4	Cleaning of the premises			
	1.4.1	Thorough cleaning is not required if no-one has been into the premises during the time of closure. 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.			
	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.			
	1.5.2	Ensuring you have adequate supplies of cleaning materials and any identified PPE.			
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 about 'working towards' the re-integration of pupils. Allowing time to review plans and carrying out regular review means that schools can judge how pupils can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing provision.			
	2.2	Contact parents / carers of relevant pupils and staff to ascertain who will be coming into school / be available for work 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.			
	2.3	Consider if it is possible to have all eligible year groups back in school at all times dependant on sufficient space and staffing to maintain social distancing and adequately supervise pupils. This will include assessing whether pupils can safely be in school for full days, full weeks or consecutive days. For example some schools are looking at shift patterns; others at 2 days in for one year group and two for another; others at half days per year group. For secondary settings government advice is that only a quarter of pupils in year 10 and year 12 should be in school at any one time, including vulnerable children and children of critical workers in those year groups who are still encouraged to attend full-time. This is in addition to vulnerable pupils and children of critical workers who might be in full-time attendance from other year groups. Where rotas are used, secondary schools should avoid split day rotas within the same day. For alternative provision the advice is that settings should mirror the approach being taken for mainstream schools and also offer some face-to-face support for year 10 and 11 students.			
	2.4	Consider that staff are likely to be still be supporting remote learning of pupils not attending school for whatever reason and that additional PPA time may be needed on staffing rotas to support this or support amended learning plans.			
	2.5	Consider that if there is a positive case in school that staff and pupil numbers may be affected.			
	2.6	Communicate with parents / carers that the school will require adequate notice if a pupil who has not been in school is to start attending school. This is to avoid additional pupils turning up without prior notice as this may affect staff ratios, occupancy rates, first aid and medical needs, catering, fire safety, My Bus transport etc..			
		Ongoing			
	2.7	Review ratios, rotas, medical and first aid needs on an ongoing basis.			
	3.1	Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.			

3.Updating pupil and staff details	3.2	Re-assess if IPRA's or PBSP's are needed or need to be altered given the 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.			
	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 pins and inhalers should be available wherever the pupil is. Ensure staff are trained in their use.			
	3.4	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.			
	3.5	Schools should continue to adhere to their medical needs policy regarding the administration of medication.			
	3.6	If staff and pupils are based at sites which are not their usual location they should share relevant medical conditions so these can be assessed and steps taken to manage them as above.			
4.Assess activities / lessons which can take place	4.1	Teaching and play activities which require close direct supervision or contact should cease e.g gymnastics and football in PE, use of machinery in D&T and higher level / risk science experiments.			
	4.2	Indoor and outdoor equipment that cannot easily be cleaned after each discreet group or kept for one discreet group at all times should be taken out of use e.g trim trails, climbing frames, indoor and outdoor gyms. If it cannot be effectively cleaned between discreet groups consider allocating specific equipment to a specific discreet group, possibly on a weekly rota with a 72 hour break in between groups e.g not using it between 12pm Friday and 12pm Monday. Users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.			
	4.3	Reduce the use of shared resources e.g stationary, books etc . and allocate individual resources to pupils wherever possible that is for their sole use.			
	4.4	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. 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.			
	4.5	Shared materials and surfaces should be cleaned and disinfected more frequently.			
	4.6	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.			
		Ongoing			
	4.7	Review how pupils and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary.			
	4.8	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. YST - PE COVID Response – delivery principles (contains wellbeing element for both primary & secondary).			
	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.			

5.Information to pupils, staff, parents / carers, visitors and contractors.	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.			
	5.3	This may be by newsletters, letters, emails, signs etc...			
	5.4	Update behaviour and staff policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, pupils and parents. The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk e.g deliberately coughing or spitting on another person. Both staff and pupil policies may include the steps that could be taken if government guidance on social distancing and self isolating outside of the school is not being followed and this places other persons in the school at increased risk.			
6.Clinically extremely vulnerable and vulnerable staff and pupils	6.1	Clinically Extremely Vulnerable persons. (Category 1)			
	6.1.1	Staff and pupils who are classed as clinically extremely vulnerable (including staff over 28 weeks pregnant) should not come into school and should continue to shield themselves. If a staff member who is clinically extremely vulnerable wishes to return to work they can only do so if a detailed risk assessment has been carried out with them e.g a Covid-10 WASP assessment, and it is assessed as safe for them to return with strict control measures in place.	WASPs carried out as required for any member of staff who is clinically extremely vulnerable. At present these members of staff are shielding at home.		
	6.1.2	Living with a clinically extremely vulnerable person – if a pupil or staff member lives with someone who is clinically extremely vulnerable they should only be in school if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing or staff working with those children. If stringent social distancing cannot be adhered to, those pupils and staff should continue to learn / work from home. LCC Community and VC schools must have regard to the guidance issued in Bulletin 23, the WASP document incorporating a Covid-19 risk assessment and the document "General Risk Assessment Approach for Staff more at Risk from COVID-19" (available on H&S and HR pages on Leeds For Learning).	Children who are unable to understand strict social distancing are remaining at home and learning through Google Classrooms with regular support and updates from staff.		
	6.2	Clinically vulnerable persons. (Categories 2 & 3)			
	6.2.1	Staff - Clinically vulnerable staff (including staff who are under 28 weeks pregnant) who are at higher risk of severe illness have been advised by the Government to take extra care in observing social distancing and they should work from home where possible e.g by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) staff cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If clinically vulnerable staff are on site settings must carefully assess and discuss with them whether this involves an acceptable level of risk via the use of an employee risk assessment e.g a WASP. LCC Community and VC schools must have regard to the guidance issued in Bulletin 23, the WASP document incorporating a Covid-19 risk assessment and the document "General Risk Assessment Approach for Staff more at Risk from COVID-19" (available on H&S and HR pages on Leeds For Learning).	WASPs have been written for members of staff who are more vulnerable. These staff members are working in roles within school where strict social distancing is in place ie in office situations.		
	6.2.2	Pupils - a small minority of children will fall into this category, and schools should work with parents to follow medical advice if their child is in this category. An IPRA will be required for that pupil if they are to come on site.			

	6.2.3	<u>Living with someone who is clinically vulnerable</u> – pupil or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting providing the risks have been assessed and discussed with them / their parents / carers about whether this involves an acceptable level of risk. LCC Community and VC schools must have regard to the guidance issued in Bulletin 23, the WASP document incorporating a Covid-19 risk assessment and the document “General Risk Assessment Approach for Staff more at Risk from COVID-19” (available on H&S and HR pages on Leeds For Learning).			
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.			
	7.2	Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self isolating including test and trace. .			
8. Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	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.			
	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.			
	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.			
	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.			
	8.5	Where the child, young person or staff member tests positive , the rest of their class or group within their childcare or education setting should be 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. Public Health England should be notified.			
	8.6	As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.			
	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.			
	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.			
		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 LCC FAQs on Test and Trace, Test and Trace Press Notice, Test and Trace Strategy and Government / NHS Flow chart - 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			
9.Controlling access into the school for staff, pupils and members of the public.	9.1	Consider staggering start and finish times, attendance times / days etc where possible to limit numbers of children and adults arriving / leaving at the same time. This may be by year groups or learning / class groups.			
	9.2	Open as many access points into the school grounds during drop off and pick up as possible to assist with social distancing.			
	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.			
	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.			
	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 2m distance markers to help.			
	9.6	Parents and carers should be advised that only one adult should accompany their child to / from school.			
	9.7	Parents and carers should be informed they should not come into the school building unless by prior arrangement.			
	9.8	Staff should access and exit through the closest entrance to the area they will be based in.			
	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.			
	9.10	Building plans can be utilised to plan and mark on any entry or exit routes to provide a visual document for staff, pupils and parents / carers.			
	9.11	School registers could be taken upon entry at the school gate to prevent any unauthorised entry from pupils, particularly if staff are unfamiliar with the pupils they are working with.			
	9.12	Communicate with parents / carers that the school will require adequate notice if a pupil who has not been in school is to start attending school. This is to avoid additional pupils turning up without prior notice as this may affect staff ratios, occupancy rates, first aid and medical needs, catering, fire safety, My Bus transport etc..			

10.Handwashing and hand sanitisers	10.1	If available have hand sanitisers at entrance points to the building and get staff, visitors and pupils to use them on entry.			
	10.2	Pupils and staff should wash their hands with soap and 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.			
	10.3	If sinks are not available close to or in classrooms / work areas then handwashing bowls and / or hand sanitiser must be provided.			
	10.4	All persons should wash their hands before leaving the premises.			
	10.5	Tissues should be available in all group areas and should be single use only and binned after use.			
	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.			
	10.7	In addition staff are to wash hands on entry to staff rooms, before and after preparing food and drinks, and before leaving.			
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.			
	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.			
	11.1.3	Cleaning should be prioritised to cover regularly touched surfaces e.g. door handles, tables, chairs, toilets, wash basins etc. and should be done with hot soapy water and disinfectant.			
	11.1.4	Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.			
	11.1.5	Shared materials and surfaces should be cleaned and disinfected more frequently.			
	11.1.6	Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area.			
	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.			
	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. However to allow pupils (and staff where uniform is usually worn) to wear clean clothes every day you may wish to consider relaxing or removing the need to wear uniform with guidelines on appropriate dress e.g as on non uniform days.			
	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.			
	11.5	Leeds City Council / FM cleaning providers			
		Additional / alterations to cleaning may be available on request – for example LCC FM cleaning may be able to provide:-			

		Changes to contracted cleaning if areas to clean have been reduced then the cleaning team may be able to utilise the extra contracted time to do:-			
	11.5.1	Enhanced cleans of areas, which may include other items not on contract or a more thorough clean of touch points.			
		Cleaning of hard surface toys such as plastics, wood, sports equipment etc.			
		Additional hours throughout the day i.e. midday cleans if school attendance is to be split between morning and afternoon.			
		Government Guidance states that <i>"We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:</i> <i>avoiding contact with anyone with symptoms</i> <i>frequent hand cleaning and good respiratory hygiene practices</i> <i>regular cleaning of settings</i> <i>minimising contact and mixing</i> <i>It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</i> <i>Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered."</i>			
	12.1	Corridors and Circulation Spaces			
	12.1.1	Corridors could be marked out with 2m indicators as a visual aid for social distancing.			
	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.			
	12.2	Classrooms / Learning Areas			
	12.2.1	Keep cohorts together wherever possible.			
	12.2.2	Classes and groups of pupils should be kept to a minimal size to allow 2m social distancing. The Government recommends no more than half the size of the normal class however this is likely to be smaller if 2m social distancing cannot be achieved. As a starting guide measure the usable m ² of the space available and divide by 4 (this allows for 2m social distancing space) to determine a maximum occupancy for that space (including staff and pupils) e.g 48m ² space = 12 persons maximum.			
	12.2.3	Classrooms desks (if in use) should be laid out to allow a 2m distance between each person (measured from where they are likely to be seated) and the location of the members of staff in that room. Chairs / desks surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points. Tables / furniture not in use could potentially be used as physical barrier to separate areas of the classroom if suitable.			
	12.2.4	Reception and early years rooms may need 'play areas' removed / altered to allow more space in the room and to aid with social distancing. As these classes may need to be split to allow social distancing the furniture / play areas could be split between two or more areas.			

12.Social Distancing	12.2.5	For older year groups consider locating staff members at designated points where possible.			
	12.2.6	If other members of staff need to speak to / visit a different area e.g SLT they should avoid entering into the room wherever possible e.g stand in the doorway, as entering the area will affect occupancy. Administration of emergency first aid is an exception to this.			
	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.			
	12.2.8	Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary settings there will be subject specialist rotation of staff.			
	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.			
	12.2.10	All groups of staff and children should be kept separate in different areas with sinks available (where possible) and observe social distancing in these areas and when moving around school as far as possible.			
	12.2.11	Where possible consider carrying out any necessary closer supervision side on rather than face on.			
	12.3	Cloakrooms			
	12.3.1	Consider how many pupils will be using cloak areas / pegs and take steps to minimise persons being closer than 2m e.g space out the ones in use to keep a 2m distance, rota access to these areas, keep bags and coats with the individual.			
	12.4	Outdoor Areas			
	12.4.1	Pupils and staff should maintain social distancing when outside and stay within their discrete learning group. Groups should not mix outside.			
	12.5	Breaks and Lunchtimes			
	12.5.1	Breaks and lunchtimes should be staggered to allow safe movement around the school, safe use of the play areas and dining halls.			
	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. Discrete learning groups should not mix in the dining hall or outside.			
	12.6	Toilets			
	12.6.1	Use of toilets should be for individual groups where possible 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.			
	12.6.2	Limit the number of children or young people who use the toilet facilities at one time.			
	12.6.3	Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).			
	12.6.4	Where possible staff should use the staff toilets as close to their work areas as possible and follow social distancing guidelines when moving to / from them.			

	12.6.5	For older pupils and staff toilets it is good practice for pupils and staff using the facilities to wipe down door handles, toilet seats and flush handles after use with an anti-viral wipe following a “If You Use It – Wipe It” principle.			
	12.6.6	Signage to the backs of toilet doors and above sinks could be provided to remind pupils and staff to wash their hands and follow the “If You Use It – Wipe It” principle (for older pupils, staff and visitor facilities). Provide bins for the disposal of wipes if not already in place.			
	12.7	Assemblies / Collective Worship			
	12.7.1	Assemblies should be suspended during this current period until further notice.			
	12.7.2	If collective worship is required this should be carried out following the guidelines on social distancing, spacing, occupancy and keeping staff and pupils in their discrete groups. It may be possible to carry this out in the areas each group is based.			
	12.8	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.			
	12.8.2	Consider creating additional staff break areas to limit use and aid with social distancing.			
	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.			
	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).			
	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.			
	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.			
13.First Aid	13.1	Ensure adequate first aid provision for the numbers of staff and pupils on site, this is likely to include staff with Full FAW qualifications and paediatric first aiders for early years settings.			
	13.2	Paediatric first aiders must be present on site at all times children up to the age of 2 are on site. Schools must take best endeavours to ensure a paediatric first aider is on site at all times children up to the age of 5 are on site. If this is not possible follow the guidance in Bulletin 15 - Important update on first aid arrangements and the associated risk assessment.			
	13.3	Limit or cease activities more likely to result in injuries e.g gymnastics, D&T, science.			
14.Biometrics, Lifts, electronic signing in / out systems and control panels / buttons. Shared IT.	14.1	If it is not possible to clean surfaces between each user then the use of biometrics should be replaced with an alternative non contact system where possible e.g entry points, registration, food and drink purchasing.			
	14.2	Sanitisers could be used before touching biometrics if they cannot be cleaned between users.			
	14.3	The use of Lifts and control panels should be limited to essential users only and should be cleaned between users e.g using hand sanitisers or ant-viral wipes.			

	14.4	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.			
	14.5	IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.			
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.			
	15.1.2	Where possible open windows to classrooms, offices, staff rooms etc.			
	15.1.3	If rooms have shared air conditioning systems that do not filter the extracted air before it flows into another room these rooms should not be used.			
	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.			
	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.			
	15.3.2	Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.			
	15.4	Water fountains			
	15.4.1	Water fountains in shared pupil areas should be taken out of use.			
	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. Sanitation of hands and bottle before and after.			
16.Educational Visits	16.1	Government guidance is currently that all local, national and international educational visits are ceased for the time being.			
	16.2	For local visits e.g to local parks etc - if this is lifted further guidance has been provided by the Schools Health, Safety and Wellbeing Team on managing local visits, especially regarding social distancing and hygiene. There is also guidance on www.oeapng.info 4.4k Coronavirus			
	16.3	Government guidance should be followed for national and international visits if restrictions are lifted. Guidance will be available of Evolve and will be updated as the situation changes.			
17.PPE for staff and pupils	17.1	Government has advised there is no need for staff or pupils to wear face coverings or face masks as a matter of course when in school. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves.			
	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.			
	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.			

	17.5	Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.			
		See Bulletin 07 - PPE and Bulletin 17 - PPE Ordering.			
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.			
	18.2	Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils.			
	18.3	Wherever possible rota staff who have to come in to help manage their wellbeing and concerns. Consideration should be given to staff that have worked over holidays and the guidance that TAs can teach groups to allow staff adequate breaks / fair allocation of workloads.			
	18.4	Consider if employee risk assessments need to be amended or new ones carried out for staff experiencing mental health issues. A WASP is available via Leeds for Learning.			
	18.5	It is recommended that regular staff meetings (via skype etc. or following social distancing rules) are undertaken with staff on site and that regular telephone, skype etc. communication is held with staff who are not present to maintain contact and assist wellbeing. Setting up closed WhatsApp groups etc. may help (staff will still need to follow Safer Working practices and adhere to the guidelines on the use of social media).			
	18.6	Identify Mental Health First Aiders.			
	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).			
		Guidance on Staff Wellbeing is available on Leeds for Learning.			
19.Contractors visiting site	19.1	Minimise visits to essential visits only e.g to carry out statutory testing, repair work or building works.			
	19.2	Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.			
	19.3	Contractors should adhere to social distancing guidelines.			
	19.4	Contractors to carry out regular handwashing and 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	Where possible an access / exit point separate to that used by staff and pupils should be used.			
	19.1	School should still follow procedures for controlling access / security whilst contractors are on site.			
	20.1	Lettings, visitors and on site meetings with external individuals / groups should cease unless they can only be conducted face to face and are vital / necessary.			
	20.2	If they are for vital / necessary educational / health purposes e.g private nurseries, multi agency meetings, mental health sessions, meetings with parent / carers they should only go ahead if social distancing and hygiene rules can be adhered to.			

20.Lettings / Meetings / Visitors	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.			
	20.4	Where possible an access / exit point separate to that used by staff and pupils should be used.			
	20.5	School should still follow procedures for controlling access / security whilst visitors are on site.			
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.			
	22.2	Consider if muster points / practices need to be altered so staff and pupils can be 2m apart and that separate groups do not mix			
	22.3	Consider if you need to re-allocate fire marshall roles.			
	22.4	Ensure staff know how to use fire extinguishers, where callpoints are etc			
	22.5	Practice new procedures as soon as possible after opening.			
	22.6	Consider if staff and pupil PEEPs need to be amended.			
	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.			
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.			
24.Catering	24.1	Inform catering staff of any changes to entry / exit points, fire safety procedures, safeguarding etc..			
	24.2	Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g limiting meal choices (taking into account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.			
	24.3	Consider whether meals can be served in the hall or need to be delivered to classrooms and discuss this with catering staff.			
	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.			
	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.			
	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.			
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 may not have been in school during the past half term. See also 2.1.			
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.			

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.			
	27.2	Consider how to keep access to My Bus / School Bus drop off / pick up areas clear of parent / carer vehicles e.g cones, signage etc..			
	27.3	Where possible keep pupils travelling by My Bus / School Bus in the same discrete group within their year group once they are in school. It is very unlikely that children could be transported in class group 'bubbles'. If it can be done it will be, but schools should not assume this can be made to happen. Schools will need to work closely with WYCA to maintain a clear understanding of which children should be travelling to & from school on a school bus in order to safeguard children effectively.			
	27.4	For primary school pupils - where there is a need for parents to board a school bus to buckle their children in the expectation is that this will include any parents boarding a bus for this purpose to wear a face mask. Drivers are not permitted to buckle children in. This should be communicated to parents whose children use these buses.			
28. School Sites Shared with other Users e.g PFI Staff, Childrens 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.			