

School Sport Partnership In-School Delivery Risk Assessment

- From 1st June 2020

School Sport Partnership (SSP) aims:

- To provide, where requested, in school delivery support aimed to assist teachers utilise Physical Education, Sport and Physical Activity as a tool to help students to be active, work together, socialise (albeit following the guidance), trust each other and enjoy learning.
- To follow and adhere to government guidance.
- To support SSP staff in returning to school-based work safely, with confidence and in a staged, responsible way.
- To minimise the number of schools/bubbles SSP staff work with.

Symptoms of coronavirus (COVID-19):

1. A high temperature.
2. A new continuous cough, meaning coughing a lot for more than an hour or experiencing 3 or more episodes of coughing in a day.
3. A new and sudden loss of taste or smell

Government principles which will apply to this phase of wider opening of educational settings:

- Young people are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending.
- Vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach).
- Young people and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect people in this category to be attending school, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible.
- A young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting.
- If a young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education setting if stringent social distancing can be adhered to.
- Staff and young people should not attend if they have symptoms or are self-isolating due to symptoms in their household.
- Protective measures will be put in place for staff and students, as far as is possible, to ensure that the risk of transmission is reduced.

Number 1

DfE Guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020 (Published 11 May 2020)

'From the week commencing 1 June 2020 at the earliest, we will be asking primary schools to welcome back children in Nursery, Reception, year 1 and year 6, alongside priority groups'

Risks and consequences	Actions to prevent risk and identified consequences:
<p>R: Offering our Primary School Partners 'in school' delivery support too early.</p> <p>C: If we are ill-prepared in our communication, health and safety and modifications to our original delivery support plan this could manifest in raised anxiety or an inability to adhere to government guidance.</p>	<ul style="list-style-type: none"> • The SSP Manager with the approval of Durham Sixth Form Centre and the HR team at Durham County Council will, with the support of this Risk Assessment and DfE Guidance, aim to offer 'in school' delivery support to our Primary School Partners. • w/c 11th May - Week 0 of preparations Note: Guidance is changing on a regular basis throughout the week so plans remain tentative at best. Establish what we intend to achieve from offering 'in school' delivery support to our Primary School Partners (our aims), how we intend to let our own staff and Primary School Head Teachers and PE Subject Leaders know what our plans are (strong, positive communication), when we expect to be able to resume 'in school' delivery support (time frame). • w/c 18th May - Week 1 of preparations Through strong, positive communication, inform all of our stakeholders (SSP staff, delivery partners, Head Teachers, PE Subject Leaders) what our aims, time frame and, where possible, our expectations are for resuming 'in school' delivery support. • w/c 25th May - Half term holiday. • w/c 1st June - Week 2 of preparations Staff given the opportunity to feed back on Risk Assessment and express any concerns.

Begin to collate information about school's support needs including the option of 'in school' delivery support Prepare staff for a return to 'in school' delivery support e.g. provide all staff with a PPE pack including hand sanitiser, antibacterial wipes, antibacterial spray, cleaning cloths, organise picking up any required equipment from the Durham University Sport & Wellbeing Park, social distancing measures signage provided to staff to take with them to schools.

Continue to collate responses received from schools about their support needs, contact schools who have not replied with information about their requirements from Friday 5th June onwards.

Begin to construct a timetable for schools who have requested 'in school' delivery support and communicate this timetable with SSP staff, Head Teachers and PE Subject Leaders.

Ensure as an organisation we have 'session ideas' already written and prepared by PE Specialists that will allow School Staff and SSP staff to confidently deliver PE, Sport and Physical Activities in a way which adheres to governmental guidance.

- w/c 8th June - Week 3 of preparations

Virtual meeting with staff, communicate with them what our organisational aims are for our 'in school' delivery support and what our working expectations are in line with Health and Safety measures and DfE guidance.

Arrange for staff to pick up their PPE packs plus any equipment they require from Maiden Castle Car Park on Tuesday 9th June.

Individual schools to provide a Risk Assessment for SSP staff about specific practices for their school (how they want SSP staff to enter their school, toilet provisions, equipment preferences etc)

- w/c 15th June – Week 4 of preparations

All staff to virtually meet SSP manager to discuss delivery arrangements on Monday 15th June.

Further meetings to be held virtually on Wednesday 17th June 4.30pm and Friday 19th June at 4pm. Staff given the opportunity to raise any concerns at meetings, Risk assessment adjustments made if required.

By Wednesday 17th June finalised w/c 22nd June timetable (staff/school/time/age group/activities to be delivered) communicated to staff, Head Teachers and PE Subject Leaders.

Staff to contact schools they are due to go into the following week to confirm session details.

- w/c 22nd June – First week of resumed 'in school' delivery support

All staff carrying out or available for 'in school' delivery support to meet virtually at 4pm on Monday 22nd, Wednesday 24th and Friday 26th June for de-brief and an opportunity for staff who have delivered to talk about their experience/share good practice. Staff given the opportunity to raise any concerns at meetings, Risk assessment adjustments made if required.

By Wednesday 24th June finalised w/c 29th June timetable (staff/school/time/age group/activities to be delivered) communicated to staff, Head Teachers and PE Subject Leaders.

Arrange for staff to replenish PPE items if required plus return/pick up any equipment they require from Maiden Castle Car Park.

	<ul style="list-style-type: none"> Remaining weeks of the academic year to follow same format, with staff and schools having frequent opportunities to feedback to SSP Manager.
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Number 2

DfE Guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020 (Published 11 May 2020)

'We want to get all children and young people back into education as soon as the scientific advice allows because it is the best place for them to learn, and because we know how important it is for their mental wellbeing to have social interactions with their peers, carers and teachers.'

Children returning to educational and childcare settings in greater numbers will also allow more families to return to work.'

Risks and consequences	Actions to prevent risk and identified consequences:
<p>R: Schools are not given the option to have any 'in school' delivery support from the SSP for their children prior to the summer break.</p> <p>C: By not attempting to offer schools (with a full RA in place) 'in school' delivery support, teachers and children will have gone without nearly 6 months without face-to-face contact with SSP Staff. This could hinder some teachers confidence in delivering PE, Sport and Physical Activity to their children and/or have a negative impact on the positive relationship the SSP has with schools who want and require 'in school' delivery support at this time.</p>	<ul style="list-style-type: none"> The SSP Manager with the approval of Durham Sixth Form Centre and the HR team at Durham County Council will, with the support of this Risk Assessment and DfE Guidance, aim to offer 'in school' delivery support to our Primary School Partners.
<p>R: Schools may decide it is not appropriate to have SSP Staff in their school.</p> <p>C: Schools who decide they do not want to have 'in school' delivery support from the SSP may feel they are not receiving the same level of service as schools who do request support which may have an impact on the positive relationship the SSP has with schools.</p>	<ul style="list-style-type: none"> 'in school' delivery support will be entirely optional for schools to request. The staff from the SSP who are not able to offer 'in school' delivery support will ensure schools who are not accessing this method of support receive alternative provision. Schools will continue to receive online support from SSP staff. Services will include online support meetings for PE Subject Leaders / teachers, resources to support children and teachers in school, resources to support children and parents/guardians at home and the provision of virtual competitions and challenges. The SSP will continue to send regular updates to schools and respond to any individual school specific request for support.

Number 3

DfE Guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020 (Published 11 May 2020)

'Children will need to stay within their new class/group wherever possible and we will ask settings to implement a range of protective measures including increased cleaning, reducing 'pinch points' (such as parents dropping children off at the start and end of day), and utilising outdoor space.'

DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (Published 11 May 2020)

'There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus. In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this.'

Risks and consequences	Actions to prevent risk and identified consequences:
Effective infection protection and control	DfE hierarchy of controls are:

<p>R: We do not implement the hierarchy of controls.</p> <p>C: The virus is allowed to spread.</p>	<ul style="list-style-type: none"> ● <i>'minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges'</i> ● all communication with staff, should inform them that they should not deliver any 'in school' support if they or any of their family members have any of the symptoms identified with the virus and they should follow government guidance on isolation. ● If a member of staff develops symptoms whilst delivering 'in school' support they should inform the member of staff who is with the bubble of children they are delivering to. The session would be terminated and the SSP staff member would go home immediately. The school staff member would have responsibility for letting the Head Teacher know of the situation. The SSP staff member would be responsible for informing the SSP manager. The SSP Manager would arrange testing and/or ask the SSP staff member to self-isolate as per government guidance on isolation at the time. ● In the instance an SSP staff member tests positive for the virus, it will be the SSP managers responsibility to contact all the schools which that staff member has worked in to inform them of the positive test. ● All schools who request in school support will be asked to communicate any potential or confirmed cases in school to both the SSP member of staff delivering in their school and the SSP manager. ● <i>'cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered'</i> ● Staff provided with a PPE pack which includes hand sanitiser and are advised to clean their hands before and after every session they deliver. ● Hand sanitiser is frequently replenished. ● <i>'ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach'</i> ● Staff provided with tissues and bin bags and will verbally remind children of the 'catch it, bin it, kill it' approach. ● Any equipment used in sessions to be cleaned straight after use using antibacterial wipes and/or antibacterial spray & cloths provided. ● <i>'minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)'</i> ● Staff to work with only one 'bubble' at any one time (no more than 15 children) ● Staff to only work outside when delivering sessions. In the event of bad weather where the planned activity cannot be delivered outside the session/s will be cancelled. ● Staff to bring their own drink to minimise any need to enter the school building. ● Outdoor space, resources and activities will be arranged by staff to adhere to social distancing guidelines. ● Staff provided with signage boards which will be displayed promoting social distancing guidance. ● Staff will only be asked to work with one school per day. If a school requests staff to work with multiple bubbles over the course of the day, the timetable of support will encompass enough time between sessions for staff to carry out any necessary cleaning of equipment. ● Staff only to offer 'in school' delivery support for either a morning or afternoon so that staff are not in schools during lunchtimes. If a member of staff is in a school when a school breaktime is occurring, that staff member must be in a separate area from the children. ● The member of school staff who is responsible for the bubble will be expected to remain with SSP staff throughout the session to support as per normal practice.
<p>Personal protective equipment (PPE) including face coverings and face masks</p> <p>R: Staff and/or students wear a face mask for school in the belief that it will help them stay protected.</p>	<p>DfE guidance states:</p> <ul style="list-style-type: none"> ● <i>'Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require</i>

C: Staff should not deliver 'in school' support if they do not or cannot adhere to DfE guidance.

staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.'

- Staff to be advised no face masks will be worn whilst delivering 'in school' support.

Number 4

DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (Published 11 May 2020)

'For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.'

Risks and consequences	Actions to prevent risk and ultimately identified consequences:
<p>Shielded and clinically vulnerable adults</p> <p>R: Staff who are clinically extremely vulnerable or clinically vulnerable think that they should attend the face-to-face lessons in school.</p> <p>C: Staff who are clinically extremely vulnerable attend school and risk becoming ill.</p>	<ul style="list-style-type: none"> ● Staff will be advised to follow the latest government guidance for clinically <u>extremely</u> vulnerable staff: <i>'Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.'</i> <ul style="list-style-type: none"> ● Clinically extremely vulnerable staff will continue to work from home as directed ● Staff will be advised to follow the latest government guidance for clinically vulnerable staff: <i>'Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example 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) individuals 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 they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.'</i> <p>Clinically vulnerable if they are:</p> <ol style="list-style-type: none"> 1. aged 70 or older 2. under 70 with an underlying health condition listed below (that is, anyone instructed to get a flu jab as an adult each year on medical grounds): 3. chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis 4. chronic heart disease, such as heart failure 5. chronic kidney disease 6. chronic liver disease, such as hepatitis 7. chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy 8. diabetes 9. a weakened immune system due to conditions such as HIV and AIDS, or medicines such as steroid tablets 10. seriously overweight (a body mass index (BMI) of 40 or above) 11. pregnant women <ul style="list-style-type: none"> ● Clinically vulnerable staff will continue to work from home (if possible) as directed

<p>Living with a shielded or clinically vulnerable person</p> <p>R: Staff and/or students who are living with a shielded or clinically vulnerable person do not want to come into school as they are frightened of infecting their household.</p> <p>C: Staff and/or students become anxious about attending school.</p>	<ul style="list-style-type: none"> If it is not possible for a clinically vulnerable member of staff to work from home they will be offered the safest available risk assessed on-site role, adhering to the 2 metres guidance Staff will be advised to follow the latest government guidance for living with a shielded or clinically vulnerable person: <i>'If a young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education setting.</i> <i>If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, it is advised they only attend an education setting if stringent social distancing can be adhered to.'</i>
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Number 5

DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (Published 11 May 2020)
How to implement protective measures in an education setting before wider opening on 1 June

Risks and consequences	Actions to prevent risk and identified consequences:
<p>R: We do not revise the way we organise 'in school' delivery support and consequently do not follow the DfE guidance.</p> <p>C: Staff and schools do not have confidence in the organisation of the 'in school' delivery support and:</p> <ul style="list-style-type: none"> have heightened anxiety become disaffected. 	<p>DfE guidance: Planning and organising</p> <ul style="list-style-type: none"> When organising staffing the SSP Manager will be steered by the following guiding principles: <ol style="list-style-type: none"> To minimise the number of staff going into multiple schools. To support staff working from home where their job allows. To ensure we do not disadvantage our partnership schools in favour of staff working from home. To avoid putting 'desirable' opportunities (e.g. to get jobs done) above individuals health and safety. <p>Additional information about staff expectations can be found in the Durham Sixth Form Centre staff handbook.</p> <p><i>'Refresh your risk assessment and other health and safety advice for young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening.'</i></p> <ol style="list-style-type: none"> <i>organise small class groups</i> <ul style="list-style-type: none"> all classes staff offer 'in school' delivery support for will have a maximum of 15 students <i>organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible</i> <ul style="list-style-type: none"> all support sessions will be delivered outside and will be adapted to reaffirm social distancing. In the event of bad weather where the planned activity cannot be delivered outside the session/s will be cancelled. <i>refresh the timetable</i> <ul style="list-style-type: none"> a revised weekly summer term timetable will be communicated to all staff and schools as soon as it is available. <i>decide which staff deliver 'in school' support where and at what time</i> <ul style="list-style-type: none"> this will be done as part of the redraft of the summer timetable and in consideration of schools needs and the availability of staff. Staff will be in a maximum of one school a day

and will be asked to deliver a maximum of a half day of support (either in the morning or afternoon)

5. *consider what activities are suitable to be delivered as part of 'in school' support offered by SSP staff taking place outdoors*

- Staff to deliver activities they are confident and comfortable with that follow government guidance. Use of the 'activity ideas' documents produced by our SSP PE Specialists and Coaches can be supplemented with resources produced by reliable and trusted organisations such as the Association for Physical Education (afPE) and the Youth Sport Trust.
- All activities must be 'non contact' and activities delivered should be those that are unlikely to require adult intervention, physical support or could result in injury.
- Once receiving their timetable it is the responsibility of individual staff members to contact the schools where they are due to deliver 'in school' support to discuss the necessary logistics including estimated class size, outdoor space available, the schools equipment preferences, specific session timings etc)
- Schools must provide any SSP staff with their own individual school Covid-19 risk assessment.
- SSP staff to produce a session plan prior to delivery which will be sent to the relevant school/teacher a minimum of 48 hours in advance of the session taking place where possible. It is then the schools/teachers responsibility to check the session plan prior to the SSP staff member going in and to highlight any possible issues.

6. *use the timetable to reduce staff movement around schools*

- Staff will work in a maximum of one school per day. If schools request multiple 'in school' delivery sessions, where possible the same staff member will be utilised to deliver requested sessions.

7. *Ensure time is factored in to clean equipment as required*

- If a school has requested multiple sessions across a morning or afternoon for different 'bubbles' SSP staff must be given adequate time between sessions to clean any equipment which

8. *Plan SSP staff arrival and departure times that minimise the contact*

- Staff to organise with the school an arrival/departure time that does not clash with parents dropping off/picking up children.
- Schools to let staff know before they arrive, where they want the session to take place so they can go there immediately on arrival to set up. If staff are unsure of where to go on arrival they will ring the school offer to get support. Staff will ring the school offer when they are ready to start the session who will let the teacher of the 'bubble' know they can go outside to start their session.

DfE guidance: Communicating your plans

1. *tell young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)*

- this will be communicated to staff in the return to 'in school' delivery support briefing document.
- All our Partnership schools will be advised about our Risk Assessment

2. *Advise schools of our new plans for Summer Term.*

- Our plans will be communicated to all schools and their feedback will be taken on board

3. *talk to staff about the plans (for example, safety measures, timetable changes, staff PPE packs), including discussing whether training would be helpful*

- staff specific meetings will be held virtually w/c 1st June as part of our resuming 'in school' delivery support plan/strategy

4. *communicate early with suppliers and ensure all products and equipment can be purchased and delivered in line with plans for resuming 'in school' delivery support for example, cleaning, hygiene products, signs, additional equipment required to assist with being able to deliver socially distanced sessions such as cones*

- the SSP Manager will coordinate this work

9. *discuss with staff the potential additional cleaning requirements and ensure time is built into their timetable to carry this out.*

- the SSP Manager will coordinate this work

DfE guidance: When resuming 'in school' delivery support in open schools

1. *ensure that the same staff are assigned to each school and, as far as possible, these stay the same over subsequent weeks, recognising there will possibly be a need for some subject specialist rotation of staff*

- timetables, where possible, will ensure the same member of staff goes into the same school

DfE guidance: Cleaning and hygiene

1. *follow the COVID-19: cleaning of non-healthcare settings guidance*

- the SSP Manager will ensure the cleaning of any equipment adheres to the latest non-healthcare setting guidance

2. *ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments*

- All staff delivering 'in school' support will be given hand sanitiser. This will be replenished as required.

3. *clean surfaces that young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal*

- all staff will be provided with an antibacterial spray and wipes to clean any equipment that is used

4. *ensure that all adults and children:*

- frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning
- clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
- are encouraged not to touch their mouth, eyes and nose
- use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')

- Information boards about 'catch it, bin it, kill it' and social distancing measures are displayed at all sessions

- hand sanitiser is frequently replenished

5. *ensure that bins for tissues are emptied throughout the day*

- SSP Staff will have bin bags to use for any tissues in their staff packs. If the bin bags are required they will be left with school staff to dispose of at the end of the session.

6. *where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units*

- SSP Staff will only provide 'in school' delivery support in an outdoor area

7. *get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed*

- the SSP Manager is in contact with DCC corporate procurement to ensure staff have the required PPE products

8. *there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting*

- communicate with staff as part of their reinduction

DfE guidance: Reduce mixing within education setting

1. *accessing rooms directly from outside where possible*

- staff will go straight to their allocated outdoor space on arrival at the school to minimise any need to enter the school to toilet use purposes only. If staff is unsure of where their allocated space is on arrival at the school they will ring the school office to get this information (rather than enter the school premises). If the school requests to use their own equipment, a school staff member should bring any necessary equipment the outdoor space to avoid SSP staff member having to enter the school building.

- SSP will have their own drinks, to reduce interaction level inside school
2. *Considering the way 'bubbles' arrive and depart from the outdoor 'in school' delivery support session to minimise contact*
 - Schools will use their own Risk Assessment to make these provisions
 3. *staggering the position of children on arrival to an 'in school' delivery support session so they adhere to social distancing guidelines*
 - Staff will be given adequate number of markers (spots and cones) to support them to create marked out zones for children to work in.
 4. *ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time*
 - Schools will use their own Risk Assessment to make these provisions
 5. *Ensure children are in clothing and footwear which will allow them to safely take part in the planned activities.*
 - Schools will use their own Risk Assessment to make these provisions

DfE guidance: Reduce the use of shared resources

1. *by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently*
 - Staff will ask schools prior to delivering 'in school' support their preferences regarding the use of equipment in sessions.
 - Where equipment is being used, where possible each child should have their own piece of equipment for example bean bag which they use for the entire session
 - If schools want students to use their own equipment, it will be the school's responsibility to clean the equipment after use
 - If SSP staff use SSP equipment for sessions it is their responsibility to clean equipment after the session using the antibacterial wipes and/or spray they will be provided with
 - All equipment used must be 'easy to clean'. Any equipment that is not 'easy to clean' should not be used.

DfE guidance: Adjust transport arrangements where necessary

1. *encouraging parents and young people to walk or cycle to their education setting where possible*
 - staff will be encouraged to drive alone to 'in school' delivery support sessions. The use of public transport should be avoided.