

Conisborough College Covid 19 Control measures additional to departmental risk assessment control measures for Art, PE, D & T Music and Drama.

Art

1. Teacher should assess risk of injury to pupils or staff, or damage to equipment prior to undertaking practical work due to the need to socially distance between staff and pupils.
2. Teachers will use webcams to demonstrate practical tasks so that pupils can remain seated and view the demonstration on the whiteboard.
3. Seating plans should be strictly adhered to allowing any potential occurrences of the virus in school to be tracked. Pupils are expected to work at their place of work and reduce movement as far as possible. Any movement around the room will be strictly supervised.
4. Blazers should be encouraged to be worn, however if blazers are removed and placed on pegs the pegs are to be sanitised by the pupil after use.
5. All fabric aprons will be removed from rooms and pupils will be provided with plastic aprons to use when working with acrylic, clay or ink.
6. Students should be encouraged to bring in their own colouring pencils, if pencils are provided they should be wiped down after use and before the next class.
7. Practical lessons – Year 7 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
8. Practical lessons – Year 8 - shared equipment will be sanitised after use by pupils using the equipment. Teachers to supervise this process.
9. Practical lessons – Year 9 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
10. At the end of lessons, KS3 & KS4 pupils put their workbooks and practical work in the plastic boxes or shelves provided.
11. If necessary, blue disposable gloves should be worn where the teacher deems necessary.

Music

1. Teacher should assess risk of injury to pupils or staff, or damage to equipment prior to undertaking practical work due to the need to socially distance between staff and pupils.
2. Teachers will use webcams to demonstrate practical tasks so that pupils can remain seated and view the demonstration on the whiteboard.
3. Seating plans should be strictly adhered to allowing any potential occurrences of the virus in school to be tracked. Pupils are expected to work at their place of work and reduce movement as far as possible. Any movement around the room will be strictly supervised.
4. Blazers should be encouraged to be worn, however if blazers are removed and placed on pegs the pegs are to be sanitised by the pupil after use.
5. There should be no paired activities with students where they are required to use a single instrument.
6. Practical lessons – Year 7 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
7. Practical lessons – Year 8 - shared equipment will be sanitised after use by pupils using the equipment. Teachers to supervise this process.
8. Practical lessons – Year 9 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
9. Keyboards to be wiped down and sanitised by user at end of lesson.

10. Guitars to be wiped down and sanitised by user at end of lesson.
11. Drum sticks should not be shared, multiple pairs of clean sticks readily available
12. Computer mice and keyboards
13. Practice Room door handles
14. Ensemble work needs to take into account requirement for Covid 19 bubbles
15. Wind activities (such as singing) should be controlled so as not to project potentially harmful droplets
16. Peri lessons should use the largest room available, consider remote learning, 30 mins max and door open. Teacher should do any demonstrating on a separate instrument.
17. At the end of lessons, KS3 & KS4 pupils put their workbooks and practical work in the plastic boxes or shelves provided.
18. If necessary, blue disposable gloves should be worn where the teacher deems necessary.

Drama

1. Teacher should assess risk of injury to pupils or staff, or damage to equipment prior to undertaking practical work due to the need to socially distance between staff and pupils.
2. Teachers will use webcams to demonstrate practical tasks so that pupils can remain seated and view the demonstration on the whiteboard.
3. Seating plans should be strictly adhered to allowing any potential occurrences of the virus in school to be tracked. Pupils are expected to work at their place of work and reduce movement as far as possible. Any movement around the room will be strictly supervised.
4. Blazers should be encouraged to be worn, however if blazers are removed and placed on pegs the pegs are to be sanitised by the pupil after use.
5. There should be no activities with students where they are required to come into contact with one another, raise their voice or any other activity that does not followed Covid-19 safe on site for pupils guidelines
6. Pupils should not remove their shoes and socks
7. Practical lessons – Year 7 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
8. Practical lessons – Year 8 - shared equipment will be sanitised after use by pupils using the equipment. Teachers to supervise this process.
9. Practical lessons – Year 9 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
10. Props and other materials to be wiped down and sanitised by user at end of lesson.
11. At the end of lessons, KS3 & KS4 pupils put their workbooks and practical work in the plastic boxes or shelves provided.
12. If necessary, blue disposable gloves should be worn where the teacher deems necessary.

D & T

1. Teacher should assess risk of injury to pupils or staff, or damage to equipment prior to undertaking practical work due to the need to socially distance between staff and pupils.
2. Teachers will use webcams to demonstrate practical tasks so that pupils can remain seated and view the demonstration on the whiteboard.
3. Seating plans should be strictly adhered to allowing any potential occurrences of the virus in school to be tracked. Pupils are expected to work at their place of work and reduce movement as far as possible. Any movement around the room will be strictly supervised.
4. Blazers should be encouraged to be worn, however if blazers are removed and placed on pegs the pegs are to be sanitised by the pupil after use.
5. All fabric aprons will be removed from rooms and pupils will be provided with plastic aprons to use when working with acrylic, clay or ink.
6. Students should not share ingredients of final end products completed in food technology. Where there is deemed to be additional risk and separate risk assessment should be completed by the D & T department, when handling ingredient, equipment including ovens and managing the fate of the end product
7. Using alternative to sharp knives should be considered in all classes to reduce risk
8. Air conditioning should not be used in S13.

9. Practical lessons – Year 7 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
10. Practical lessons – Year 8 - shared equipment will be sanitised after use by pupils using the equipment. Teachers to supervise this process.
11. Practical lessons – Year 9 – shared equipment should be sanitised after use by pupils using the equipment. Teachers to supervise this process.
12. At the end of lessons, KS3 & KS4 pupils put their workbooks and practical work in the plastic boxes or shelves provided.
13. If necessary, blue disposable gloves should be worn where the teacher deems necessary.

PE

General: In order to support a safe return to Physical Education, lessons must adhere to whole school COVID 19 risk assessment guidelines as set out by Lewisham LEA, PHE and Senior leadership

The following key principles below will underpin every PE lesson:

PE lessons will be strictly non-contact and these conditions will be shared with the students. Term 1 should focus on more individual activities such as tennis, table tennis, modified volleyball, golf, fitness, badminton, solo dance, athletics and modified smaller sized games of cricket/rounders/netball.

Social distancing rules must be adhered to throughout the lesson.

1. Students will report to school in PE uniform on a day when their PE lesson is timetabled, to avoid the use of changing areas
 2. Students and staff will use hand sanitiser when entering the sports hall and PE facilities.
 3. Where possible lessons will take place outside.
 4. The use of equipment will be kept to a minimum. Where it is used, students will be given their own equipment and use only this during the lesson.
 5. No jewellery during PE to reduce children touching their face and, minimise contact with teachers/likelihood of injuries.
 6. Hands will be cleaned before and after lessons.
 7. Students discouraged from touching their face during lessons.
 8. Students will be encouraged to bring water bottles/hand towels to the lesson. These should not be shared.
- Equipment:
9. The use of equipment will be kept to a minimum. Where possible students will be given their own equipment and use only this during the lesson. These conditions will be shared with the students. Equipment used by students during a lesson will be sanitised afterwards.
 10. Where equipment is shared, for example when throwing a ball back to a peer, it will be sanitised after each lesson and before being used by a different year group. Changing:

Field/sports hall/school hall/MUGA based lessons:

1. Areas of the field/sports hall/netball courts will be set up for the bubbles allocated. The use of zones, grids, running track, rubber spots, cones or hoops are ways to delineate the space and ensure social distancing is maintained.
2. Zones will be created on the field for several different bubbles at a time.
3. The sports hall will be divided into two zones using dividing curtain.

Classroom based PE lessons:

Personal fitness (in the short term) are likely to play a big part in PE lessons.

1. All classroom (Activity room 1 and 2) based activities to follow current whole school classroom guidelines. Fitness suite:
2. The distances between some of the fitness equipment has been increased to ensure social distancing.

3. The fitness equipment has been moved so that it is not facing each other.
4. The weights area has been removed from use under the current regulations.
5. Some of the equipment has been removed (especially from the central area) to ensure greater space for movement between equipment and to support social distancing.
6. No singing will be allowed.
7. Air conditioning units are internal systems and will not be used under the current regulations.
8. Students will use sanitising wipes on the handles and control panels prior to using a piece of equipment.
Routes into sports hall/fitness suite:
9. In order to avoid any congestion between groups (bubbles) separate entrance and exit routes will be established for each bubble.
10. Markings on the sports hall floor for individual activities i.e. cones or throw down spots. Student arrival and dismissal:
11. Staff will collect students (Year 7 to 11) from line up area then to the specialist area. Where other year bubbles may be using blocks/specialist areas at the same time, staff will ensure a 2m+ social distance bubble will be kept between students when entering and exiting the building. The same applies as staff escort students back to their base rooms.
12. Students who have PE period 5 and 6 will be dismissed from their year group zones at staggered times to move off site using prescribed outdoor routes (& 7,,9 and 11).
13. Specialist staff will be at the specialist room to supervise arrival and entry to the room and monitor student movement in their area to ensure social distancing between year groups is observed. • Staff will ensure that students use the year group toilets before leaving the form room so that toilet visits during the practical lesson are emergency visits only. Students will be instructed to keep 2m+ from other year group students in the toilets.

Science

Guidance for schools where pupils spend all day in a lab (COVID-19 Pandemic) This guidance is additional to all standard operating procedures across your school, any guidance from your employer, and CLEAPSS' general advice. It is based on guidance from the UK Government and Public Health England, and is intended for use from September 2020 onwards.

As schools return in September 2020 we know of schools, where the pupils will be spending all day in one location be it a classroom or a lab. Basing groups of pupils all day in a lab will present many additional challenges which will need to be managed by all the staff involved.

The two ways in which these challenges can be managed, are covered below. Note, school laboratories were never designed for groups of pupils to remain in them all day. Pupils and staff may find them uncomfortable, and the many items of fixed furniture may limit the teaching opportunities for non-science subjects. Complaints of back pain arising from poor posture will likely arise from this way of organising pupils' time.

Option 1 – Dual use (Lab available for practical science) This option allows the lab to still be used as a lab by science teachers when they are teaching science lessons. However, it does bring increased pupil management issues.

Required actions:

1. Remove all equipment, chemicals, and science items from the lab, these should be securely stored in the prep room or other secure storage area.
2. Train all staff involved on the hazards of working in a science lab (see CLEAPSS Guide PS082 for more information)
3. The gas must be switched off when the lab is not be used by a science teacher. The gas valve / switch in the lab is acceptable for this.
4. The electricity and water should be switched off (where possible) when the lab is not be used by a science teacher.
5. Pupils must be supervised at ALL times.
6. The lab must be locked when no member of staff is present.

7. There must be NO eating or drinking in the lab at any time. This is required under the COSHH regulations (law), not just guidance.
8. No science equipment or chemicals to be left out except when a science teacher is present.
9. Science lessons when a science teacher is present can continue as normal, although they will take more planning and management as equipment and chemicals cannot be left out in the lab before or after lessons, which would be the normal method of operation.

Option 2 – ‘Decommissioning’ (Lab not available for ‘traditional’ practical science) This option does not allow the lab to be used for practical science by anyone. In this option, the lab is, essentially, converted into a classroom. This brings some benefits but is harder to set up, and removes the ability to teach science normally. As a consequence, this approach may impact on the schools’ ability to deliver the broad, balanced and aspirational curriculum referred to by the DfE in its guidance to schools.

Required actions:

1. Remove all equipment, chemicals, and science items from the labs, these should be securely stored in the prep room or other secure storage area.
2. The gas, electricity (to all sockets apart from teachers bench and projector), and water must be switched off. This cannot just be at the valve / switch in the room as these can be easily turned back on by pupils or staff. The services must be switched off further back in the system ie remove circuit breakers and shut off the gas supply to the lab(s) in the supply pipe.
3. Power to any fume cupboard(s) must be switched off, and a large sign must be clearly displayed on each fume cupboard saying this must not be used.
4. All benches and work surfaces will need a deep clean to remove chemical and biological residues.
5. Pupils can be left unattended following the same rules across the school for this practice. Note the HSE would expect there to be a certain level of supervision of pupils at all times during the school day regardless of the type of room used.
6. Please remember all normal lab rules will apply whilst carrying out any practical activity.
7. Eating and drinking in the room, can now follow the same rules as any classroom in the school, taking the above bullet point into account.
8. Since the lab is now not a lab, this greatly reduces the amount of science practical work that can take place. Science teachers will now be restricted as to the practical’s they can carry out. Refer to Guide GL352 for more information on practical’s which are possible in non-lab environments.
9. The lab(s) affected must not be used for any preparation or practicing of practical science lessons. Refer to Guide GL352 for more information on practicals which are possible in non-lab environments.
10. Senior school leaders, heads of science and technicians will have to actively ensure that the activities carried out in these decommissioned labs are suitable. It is likely that science teachers will be tempted to carry out practicals which are not suitable now the lab has been decommissioned. Refer to the section titled ‘Examples of potentially unsuitable activities’ in Guide GL352 for examples of practical’s which shouldn’t be taking place in a decommissioned lab.
11. The school will need to think about how to respond to any concerns from pupils, staff & parents arising from the restriction of the practical dimension of the science curriculum.

Managing science experiments outside a laboratory environment

Safety when teaching in a non-lab environment A science lab is designed to provide additional layers of support to keep pupils and teachers safe during a practical activity. These may include gas & electrical cut offs, eye irrigation, fire extinguishers, specialist waste systems, and, of course, easy access to technical support. Whilst it may be physically possible to carry out a particular activity in a classroom it is essential to consider how the teacher will respond in the event of an accident or incident. It is at these moments that the lack of normal lab facilities will have the greatest impact on safety. If PPE such as eye protection is needed this will need to be taken to the classroom with the resources for the activity, and returned to the science department after the lesson. Any activity that involves the risk of pupils (or staff) getting a hazardous chemical in their eye will require access to eye irrigation facilities. It is unlikely that the classroom will have a sink and, even if it does, the tap will not likely be suitable for the process.

As a general rule, activities where this risk is high should be avoided in classrooms. Where the risk is low, alternatives to traditional tap and sink could include sterile eye wash bottles (which under normal circumstances CLEAPSS advises against) or access to an immediately adjacent toilet with suitable tap. Remember you will need to administer eye irrigation for at least 10mins.

Moving the apparatus and resources In addition to the risks posed in the classroom itself, careful consideration needs to be given to how the equipment and resources will get to the room. Heavy items pose manual handling risks and the trolleys commonly used to move equipment around the science department may not be suitable for wheeling across a playground or other uneven surface. The nearer the classrooms are to the science department the better, although the nature of the terrain on the route could mean that in practice some spaces that are a greater distance away may be more accessible. Moving over greater distances will take time, and, if technicians are going to help with this, it will be important to ensure that there is sufficient technician capacity. Careful consideration will need to be given to when the equipment will be moved to avoid times when pupils are likely to be around e.g. break and lunchtimes. **Teaching in classrooms** As many of you will know, classrooms are often much smaller than science labs, therefore pupil spacing will be a lot closer than in a lab. This may influence which practicals you decide are possible with your pupils. In addition, the tables and chairs are lower than science benches / worktops, therefore they don't work well when standing up. Teachers will need to consider whether pupils will stand or sit during the practical work. Please remember all normal lab rules will apply whilst carrying out any practical activity. **Security** Normal classrooms do not have the same levels of security that science labs or prep rooms have. It is also highly likely that other staff will be teaching in these rooms. It is very important that science equipment is NOT left or stored unsecured in these rooms. This will require careful planning to ensure the prompt return of equipment to the science department after it has been used. **Impact on the curriculum** Practical activities from some areas of science can be adapted to classroom teaching more readily than others. Note that, if groups of pupils have all their science teaching in a non-lab environment, it is unlikely that the school will be able to provide the broad and balanced curriculum that the DfE has indicated schools are expected to deliver. **PPE** It is unlikely that much PPE will be required, but teachers should check, part of their normal planning and risk assessment, on the need for PPE. Each classroom used for practical work, will need the following items, kept in a sealed, clear plastic bag, marked 'For emergency use only', and stored in an obvious location.

These items are to be worn by the teacher or technician if they need to administer IRM (Immediate Remedial Measures).

1. disposable gloves
2. a fluid-resistant face mask (FRSM Type IIR),
3. disposable plastic apron • eye protection (face shield, safety specs or goggles),
4. paper towels,
5. plastic bags for the disposal of used equipment and for any contaminated clothing.

Examples of potentially suitable activities This is not an exhaustive list. It is designed to give you an idea of what practical activities may be possible in a non-lab environment.

Example activity	Additional Notes
Practicals that have been designed for a primary school setting.	Often you can extend the level of science quite easily to cover KS3/4 principles. Find our primary science practical procedures on our primary website.
Low-voltage circuits using batteries, not power packs	Use of power packs requires movement of heavy equipment. Their use will lead to a large number of trailing mains leads as most classrooms do not have mains sockets in accessible positions for pupils. In addition, classrooms do not have the facility to turn off the electricity in an emergency. Ensure correct batteries are being used, see CLEAPSS Guide GL225 for more information.
The effect of depth on the speed of water waves	These can get messy, so you will need to protect surfaces from damage. Maybe carry out the activities in trays.
Density of an object activities	These can get messy, so you will need to protect surfaces from damage. Carry out the activities in trays.
Hooks Law	Only use masses up to 100g
Masses and pulleys	Only use masses up to 100g
Leslie's cube	Only use water from a hot water tap, not from a kettle
Investigating terminal velocity through a liquid	These can get messy, so you will need to protect surfaces from damage. Carry out the activities in trays.
Investigating gas laws	See CLEAPSS Guide PP028
The monkey and hunter experiment using a video camera	See CLEAPSS Guide GL141
Activities which make use of small masses (up to 100g)	
Diffusion activities using household products like perfume	Staff using the room after you may not be so keen on the smell(s) you leave behind!
Use of magnets	If using neodymium magnets refer to CLEAPSS Bulletin 135 for suitable precautions when using these magnets.
Use of mirrors e.g. mirror writing	
Use of light filters with torches	
Practicals involving sound	Great care with transport and storage will be needed if traditional CRO oscilloscopes are used as they are easily damaged. Warn adjoining classrooms that there may be 'loud or noisy lessons.' Do not sing, shout or use wind instruments. For example, PP065 - determining the speed of sound
Levers and moments practicals	
Measurements of force and speed	These may need the rooms reorganising to allow enough space to carry out activities like measuring friction or speed of toy cars. Ramps are heavy and bulky so will need careful handling and management.

Small scale pneumatic and hydraulic systems	Commercially available kits may be worth using here, such as Technic Lego.
Practicals using pondweed	These can get messy, so you will need to protect surfaces from damage. Carry out the activities in trays.
PTC taste test	See CLEAPSS Guide PP084
Activities using yeast or yoghurt in food rooms	Work with Food Technology staff over use of their space, and possible links to their curriculum.
Using a microscope to view <u>pre-prepared</u> slides	Great care with transport and storage will be required as microscopes are easily damaged. See Guide GL343 for more guidance on cleaning and quarantining. Microscopes which make use of mirrors or rechargeable battery packs are the best option here, as they avoid the need for trailing leads and access to mains sockets.
Looking at stomata	See CLEAPSS Guide TL020
Growing seeds / plants	These can get messy, so you will need to protect surfaces from damage. Carry out the activities in trays.
Invertebrate choice chambers	Don't leave behind in the room, other staff may not like them.
Planning and recording field work	A classroom which leads on to the field or other open space can be ideal for this.
Some microscale chemistry activities	These can only be done where no heating is required. An example of a suitable microscale activity : PP019 - Analysis of vinegar by small-scale titration See CLEAPSS range of microscale activities here . See also P001 - Investigating indicators on the CLEAPSS primary website.
Making models using Molymod kits or craft materials.	These can get messy, so you will need to protect surfaces from damage. See Bulletin 168 for our play dough recipe. Note, any used play dough will need to be disposed of after wards, and must not be shared.
Activities using 'kitchen chemicals'	These can get messy, so you will need to protect surfaces from damage. Do not use cleaning chemicals as they can often contain chemicals which can cause permanent eye damage.
Inspecting rocks and fossils	Do not carry out activities which use chemicals to test their properties
Investigating rock structures using chocolate and cake	These can get messy, so you will need to protect surfaces from damage. Search online or speak to geography colleagues for various teaching ideas about using chocolate and cake to show principles of rock formations.
Chromatography practicals	Only use water as the solvent
Measuring 'g' – the acceleration due to gravity	See CLEAPSS Guide PP024
Using a Van de Graaff generator	See CLEAPSS Guide GL190 – ensure enough distance (2m minimum) between Van de Graaff generator and all IT equipment. Ensure good security of the Van de Graaff generator.

Demo of digestive systems using bananas and tights	This can get messy, so you will need to protect surfaces from damage
Catalase (including from veg or other natural sources) and hydrogen peroxide. Use small volumes; 10ml per student	Will need to be prepared by technicians before the lesson
Food tests – iodine, biuret in small dropper bottles, grease spot test, dropping tiles	These can get messy, so you will need to protect surfaces from damage.
Protease enzyme action on skimmed milk. Can vary the skimmed milk conc. or pH. Use small vials to carry out experiment and small plastic bottles of enzymes	These can get messy, so you will need to protect surfaces from damage
Blood typing. Only if kits are used, but medical sharps container needs to be controlled	These can get messy, so you will need to protect surfaces from damage
Diffusion using cresol red agar in 0.1M HCl	These can get messy, so you will need to protect surfaces from damage
Osmosis. Use potatoes / beetroot/ celery in salt/sugar solutions. Use a balance or ruler for measuring	These can get messy, so you will need to protect surfaces from damage. Maybe carry out in a food room.
Investigating artificial urine samples	Other staff may need reassuring the urine is in fact artificial!
Plant hormones/tropism. Growth is possible in a room as long as plants are watered and not tampered with	
Respiration of living organisms, using peas or maggots	Probably best to use peas, other staff may not be keen on maggots in their classroom.
Observing plants e.g. using ink through stem, looking at flower and seed structure, leaf adaptation. Needs mounted needles, white tiles, scissors	
Dissections	Needs to be in a classroom with a sink and hot and cold water supply for hand washing. Will need technician support in clearing up, and ensuring good security of any sharps used. Other staff using the room may not be keen on this activity.

Examples of potentially unsuitable activities This is not an exhaustive list. It is intended to give you an idea of the sorts of practical activities that are not suitable for carrying out in a non-lab environment

Example activity	Additional Notes
Acid & alkali neutralisation / use of acids or alkali solutions, unless microscale.	
Any practical which involves heating chemicals or equipment	
Group 1 metals demonstrations	
Use of tea lights and spirit / small portable gas burners	
All of the activities covered by CLEAPSS Supplementary Risk Assessments (SRAs)	
Microbiology activities	
Use of radioactive sources	Too many security issues. Measurement of background radiation or Low Salt with GM tube and counter are OK
Use of the bell jar for low pressure activities	Manual handling of equipment
Observing/classifying preserved specimens	
Fermentation/composters	
Cauliflower cloning	Aseptic conditions required to reduce contamination

Activities to be avoided (in a lab or classroom) during the Corona virus pandemic Given the continued uncertainty around the rate of infection in the general population and the rapidly developing understanding of COVID-19 and its pathology, it would be prudent, as a precautionary measure, not to attempt the following activities:

Cheek cell sampling
Lung volume / capacity & other breathing-based activities
Activities which make use of saliva
Activities which make use of straws or other equipment for blowing through e.g. blowing through limewater
Activities with sound where a musical instrument which you blow through is used