



I have prepared this document as a means to try to make sense, for myself in the first instance, of the myriad of advice and guidance documents on Covid-19 published by the Department for Education (DfE) which I feel are inherently full of contradictions. The most recent publication - Actions for schools during the coronavirus outbreak Updated 15 May 2020 sets out how school leaders and Local Authorities should be ready for a re-opening to greater numbers of pupils on 1 June 2020. I have included a copy of a recent letter from John Howarth, NEU and a checklist produced by them ahead of any school reopening.

On Sunday 10 May 2020 the following Prime Ministerial statement was made:

Stay alert

We can all help control coronavirus if we all stay alert. This means:

- stay at home as much as possible
- work from home if you can
- limit contact with other people
- keep your distance if you go out (2 metres apart where possible)
- wash your hands regularly

Self-isolate if you or anyone in your household has symptoms.

The most obvious contradictions of the statement as it applies to educational settings at an operational level I have set out below. For schools to re-open and run effectively as schools:

- It is not possible to stay at home as much as possible
- There are significant restrictions in working from home as the national emphasis on home schooling is that it is not education
- With one hundred and seventy-three members of staff and one thousand four hundred and sixty-four children in one building it is difficult to limit the contact with other people (this will be discussed further in a later section on "Operational considerations for TSS")
- There are significant restrictions in maintaining a two-metre social distance rule (this will be discussed further in a later section on "Operational considerations for TSS")
- For all or a limited number of pupils in school, to use the same set of sinks will require regular cleaning and take up a significant amount of time during any given period of time as stated in my letter 7 May 2020 (a class of thirty pupils using one sink will take at least ten minutes just for washing time – the calculation does not take into account waiting to use a sink and hand drying time)

There have been numerous documents produced by the DfE which have references to other advice and guidance documents which makes the task of making sense of it all, challenging.

The documents used are:

Actions for schools during the coronavirus outbreak – updated 15 May 2020

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

Coronavirus (COVID-19): implementing protective measures in education and childcare settings – last updated 12 May 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Within the document referenced above, there are references to other advice and guidance:

<https://www.gov.uk/government/publications/covid-19-school-closures>

<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>



Opening 1 June 2020 needs to be considered in the context of the expectation that pupils in Year 10 and Year 12 will be in “full-time” alongside all pupils in priority groups (as is the case currently). What “face to face contact” (a somewhat inappropriate phrase to use by the DfE) should be interpreted as, to support the education of “the year 10 and 12 cohort” is not yet made clear

Staffing

Consideration has to be given to the number of members of staff both teaching and support who are available from 1 June 2020 to ensure the school is operational. The guidance suggests all members of staff be available to be in school unless they “have been classed as [clinically extremely vulnerable due to pre-existing medical conditions](#).....if a child/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 or childcare setting if stringent social distancing can be adhered to.....staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household”

Given the guidance, it is anticipated that members of staff may choose not to attend school due to personal, medical circumstances; consideration has to be given to the number of members of staff who will **not** want to come into school given concerns they and members of their family may have regarding interaction with peers, pupils and the impact on the transmission rate on return home.

In addition, there is contained in the guidance document a reference to continue to provide work for remote learning; we know that not all pupils are accessing the work provided and are therefore “falling behind”. I am sure that consideration will be given in Whitehall to future “catch up sessions” without consideration of the impact on who is to provide this.

Pupils

Consideration has to be given to the number of pupils who will **not** want to come into school given concerns they and members of their family may have regarding interaction with peers and members of staff and the transmission rate on return home. Plus, there will be significant change to pre-Covid-19 school systems such as the strict guidance on social distancing, social time limited to maintaining their teaching group and social distancing on travel to school

Personal Protection

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 staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases



We also have to consider what if a pupil in a classroom has a cough; it may well be that they have hay fever or a cold or a virus, not necessarily Covid-19. In a much earlier letter I did explain how we brought pupils to a centralised location in case they developed a persistent cough – all parents who we contacted asked that their child was either collected or allowed to leave to go home whether they had a persistent cough or not (Letter of 7 May 2020)

Consideration has to be given to what if a pupil does have a cough and it is a symptom of Covid-19 and has been in school for a day or so and come into contact with nine other pupils in their class plus the teacher. Testing is available to those who have symptoms

Curriculum

Consideration has to be given to the curriculum offer i.e. the range of subjects that can be “taught” given the availability of members of staff, the limitations of class sizes and attendance of pupils and members of staff. A second key aspect to the curriculum is the point at which pupils will be expected to be at within a course of study. It is highly likely that a set of internal assessments will be needed to determine the level of knowledge and understanding pupils have, either at some point in the summer term or soon into the autumn term

Rooming

To provide access to all Year 10 and Year 12 pupils, at least thirty-seven teaching rooms will be needed; some of these will be “general” classrooms i.e. non-specialist facilities e.g. a classroom used for teaching English, Maths, Geography and so on. For all pupils to have face to face contact with their specialist teachers, arrangements will need to be made to ensure option subjects have the opportunity to use specialist facilities. For example, it would be possible for a specialist teacher of Art to have face to face teacher contact with a GCSE class of twenty-eight pupils over a period of three days (nine or ten pupils per class). Due to the need to adhere to social distancing rules the impact on contact ratio will create logistical complications for option subjects unless a strict timetable structure is created; this in turn creates logistical complications depending on the availability of teachers

- Given the range of subjects pupils are studying, to organise pupils into a single small group and ensure they have face to face contact with all of their subject teachers it will not be possible to cover the curriculum e.g. in a class of ten pupils organised as members of set 1 maths will not all be in the same group for English and science nor will they all have the same option subjects
- Over the course of a week, pupils would need to be organised into different small groupings on different days to be able to have the face to face contact to help with examination courses. For example, we have ten teachers of maths available from 1 June 2020; for the 2019-2020 academic year there are ten sets in maths taught by eight teachers – of these eight teachers, two currently do not have childcare and therefore some sets in Maths may not have their usual maths teacher to have face to face contact
- Curriculum and groupings will be logistically challenging as both Year 10 and Year 12 are expected in unless they “have been classed as [clinically extremely vulnerable due to pre-existing medical conditions](#)”

Social distancing

The guidance for opening on 1 June 2020 states:



For secondary schools and colleges, the same principle of halving classes will normally apply. It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart.

Keep cohorts together where possible and:

- ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
- 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 and college settings there will be some subject specialist rotation of staff
- ensure that wherever possible children and young people 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. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days

As previously stated, in a secondary school setting, it is not effective to have just one teacher with the same class to cover all examination subject areas

Cleaning and Hygiene - Hand washing

For cleaning and hygiene:

- follow the COVID-19: cleaning of non-healthcare settings guidance
- ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
- 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
- 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')

There is a significant logistical problem with regard to access to a sink especially with the regularity as suggested in the guidance. . If we are to have a class of thirty pupils in school, then this will take at least ten minutes if they only have access to one sink supervised by a member of staff. (Letter of 7 May 2020)

Meal times

There is no mention in the guidance regarding the provision of meals or providing food at break time. Currently, due to the small number of pupils in school it has been possible for Innovate to provide a menu and for individual pupils and members of staff to be asked which option they want on the menu; Innovate members of staff have then served each individual from behind a counter (one which does not have any screening). Given the increased numbers of pupils the process will have to be scaled up so a menu is provided, pupils make a choice and Innovate then prepare the meals. It will be necessary to stagger lunch



Staggered start times and Travel

The way pupils travel to school will be important especially if they use public transport. Could there be restrictions on train station platforms which will impact on the numbers of pupils able to get on a train at any one time? Will there be limits on the numbers of passengers on buses and how will queues at bus stops be managed? When pupils get off the bus and train will they automatically self-enforce social distancing or is it likely they will form groups to socialise? If pupils arrive by car and parents drop them off in the car park will they walk into school maintaining social distancing? Finally, pupils who usually walk to school are more likely to meet other children who they know (most likely their friends) also walking to school (Letter of 7 May 2020)

The guidance gives clear advice on the use of public transport:

Settings should also consider ways to minimise use of public transport to get to and from school at peak times, in consultation with local authorities. Further guidance on safer travel for passengers, including children, can be found at [Safer travel guidance for passengers](#).

You should avoid using public transport where possible. Instead try to walk, cycle, or drive. If you do travel, thinking carefully about the times, routes and ways you travel will mean we will all have more space to stay safe.

Plan your journey

Consider all other forms of transport before using public transport.

Before and during your journey, check with your transport operator for the latest travel advice on your route:

- [bus, coach, tram and ferry operators](#)
- [TfL](#)
- [National Rail](#)

Travel may take longer than normal on some routes due to reduced capacity and social distancing measures. Allow sufficient time if your journey involves changes between different forms of transport.

Plan ahead by identifying alternative routes and options in case of unexpected disruption.

If you can, travel at off-peak times. Your transport operator can advise on off-peak times. Your employer may agree alternative or flexible working hours to support this.

Where possible, book your travel online through your transport provider's ticketing app or website. Consider contactless payment to buy tickets.

Taking a less busy route and reducing the number of changes (for example between bus and train) will help you keep your distance from others. Public Health England recommends [keeping a 2 metre distance from other people, where possible](#). Where this is not possible you should keep the time you spend nears others as short as possible and avoid physical contact.

Try to start or end your journey using a station or mode of transport you know to be quieter or more direct. For instance, walk the first or last mile of your journey, or alight at an earlier station, where this is possible.

Children on public transport



Where travel is necessary, consider whether children could walk or cycle, accompanied by a responsible adult or carer, where appropriate.

Social distancing applies to children as well as adults. Children should keep their distance from others who are not in their household, where possible. Public Health England recommends keeping a 2 metre distance from others. If this isn't possible children should avoid physical contact, face away from others, and keep the time spent near others as short as possible.

If you are the responsible adult or carer travelling with children, please help them follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible.



Jobs to do (not exhaustive)

1. Risk assessments for:
 - a. Personal protection for members of staff
 - b. Protective measures around school enforcing social distancing
 - c. Travel to school
 - d. Arrival at school enforcing social distancing
 - e. Arrival at school staggered start and dismissal times
 - f. Dismissal from school enforcing social distancing
 - g. Processes for hand washing enforcing social distancing
 - h. Protocol for break times enforcing social distancing
 - i. Protocol for lunch times enforcing social distancing
2. Need to purchase disposable gloves, disposable aprons, fluid-resistant surgical face masks and eye protection
3. Set up all classrooms to enforce social distancing
4. Decide a timetable to deliver the curriculum combining remote learning with face to face contact
5. Purchase and install screening in Reception, First Aid Room and in areas where food is served
6. Complete a time and motion study for mealtimes (break and lunch)
7. Contact Yellow Buses
8. Complete the teacher union checklist for reopening school



Social distancing

The advice and guidance reinforce the need to enforce social distancing of two metres (except in childcare and primary school settings)

“As part of national social distancing measures to limit the spread of coronavirus, we have had to limit the numbers of children and young people attending educational and childcare settings, to ensure that pupils and staff attending could do so safely. That is why, since 23 March, education and childcare settings have only been open to priority groups ([children of critical workers](#) and [vulnerable children](#)).....

As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus has decreased. We therefore anticipate, with further progress, that we may be able, from the week commencing 1 June, to welcome back more children to early years, school and further education settings.”

“The two year groups in mainstream secondary schools and colleges have been prioritised because they are preparing for key examinations next year, and are most at risk of falling behind due to time out of school or college. From 1 June 2020, we expect that secondary schools and colleges will be able to offer some face to face contact with year 10 and year 12 pupils. This will not be a return to full timetables or pupils back in school or college full time, rather some support to supplement pupils' remote education. In line with implementing protective measures and reducing contacts, schools and colleges should limit the attendance of the year 10 and 12 cohort in the setting at any one time and to keep students in small groups as [set out in our guidance](#). Schools and colleges should also ensure that the use of public transport for travel to and from school/college is minimised, especially at peak times. We will be consulting with sector representatives over the coming week in order to develop some suggested models to demonstrate how this could operate, which will be published along with further guidance for secondary schools in the coming weeks.”

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Schools should not plan on the basis of a rota system for pupils returning from 1 June, either daily or weekly. We are asking schools to welcome back eligible pupils full-time, and do not expect schools to implement flexible approaches, such as rota systems.

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

It is still important to reduce contact between children and staff as far as possible, and settings can take steps to achieve that and reduce transmission risk by ensuring children, and staff where possible, mix in a small group and keep that small group away from other people and groups. In mainstream schools and college settings the basic principle is that classes should be halved. Normally one teacher should be allocated to a group but if there are any teacher shortages then support staff may be used to lead groups, under the direction of a teacher.

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

- So, if social distancing has proven to be a very effective and successful strategy to “push down on the curve” and “prevent the spread of the disease” how can opening schools and increasing the possibility of human interaction and physical contact be regarded as an acceptable next step in the context of the statement made by Government and scientific advisers



To: Bradford District Headteachers, Principals and CEOs 14th May 2020

Dear Colleague,

I am writing to you in my capacity as Bradford District Secretary of the National Education Union.

We are grateful for the incredible work done by your school(s) to support your vulnerable students, the children of key workers and your staff since 20th March. It has been a very challenging time for us all; we know that you have had to work tirelessly through term time and holidays. You have now been asked to do more. We all want schools to re-open to more pupils as soon as possible, but that should only happen when it is safe.

The NEU believe along with all of the other organisations that represent school staff that it remains unsafe to consider bringing the students proposed by the Government back into school until further conditions have been met. This is documented in the TUC's statement to the Education Secretary of 13th May- please see the link below: <https://www.tuc.org.uk/news/educationunions-statement-safe-reopening-schools>

Unfortunately, the Government has not responded to our concerns nor provided us with the scientific evidence on which they have based their advice that schools should re-open on 1st June. We welcome the stance that 80 Bradford headteachers made in the recent letter to the Regional Schools Commissioner, which echoed the concerns of the education trade unions. We know that others share the same concerns. We would urge all of you to make your views on the proposed wider opening known to the RSC, your MP and the Local Authority.

Even the Government's own advice of 11th May accepts that it will not be possible to implement social distancing in schools, which is a key test for other employers to satisfy before they reopen. This puts staff, parents, carers, children and the wider community at further risk. Furthermore, there are no plans to provide Personal Protective Equipment (PPE), other than that already provided for when attending to personal issues, where PPE would normally be used. The Government also admits that there is no capacity to test and trace, and no repeat testing available. These actions put all concerned in education and the wider community at risk. Where other countries have re-opened schools, they have a clear 'test, trace and isolate' policy in place and a much lower death rate than ours.

BAME communities make up 15% of the country's population, yet they account for 64% of registered deaths from this virus. Many of our schools have much larger numbers of BAME students and staff than nationally, so they are particularly at risk.

Until we can be sure that the risk to all staff, children, their families and the wider community is minimal, NEU position is that schools should not consider reopening. This is why we do not believe it is currently in the best interests of staff, students or the wider community, to engage in a discussion about how our schools will implement Government plans for wider opening
National Education Union Bradford TEL: 01274 414664 Email contact@bradfordneu.org
from 1 June. The NEU has set out its own five tests which we believe must be satisfied before schools can reopen:

<https://neu.org.uk/neu-five-tests-government-schools-can-re-open>



at

This is further amplified by the 10 points the NEU has set out today at <https://neu.org.uk/coronaviruswhat-we-say-today>

The power to reopen a school and the responsibility for doing so lies with you, not with the Government. We are all continuing to work hard in this crisis, at home and in school, to meet the needs of our children and families and will continue to do so as long as this situation lasts. We hope that you share our concerns and agree to pause any consideration of wider opening until we are all satisfied that a return will be safe for us, our children and our community.

The NEU will be forwarding a copy of this letter to the Bradford local authority and we would ask you to relay our position to your governing body/board of trustees.

Kind regards,

John Howarth

Bradford District NEU Secretary

NASUWT

The Teachers' Union

NASUWT checklist on preparation for the reopening of schools

This checklist provides the key steps which must be factored into the planning of the reopening of schools. **The NASUWT expects that all steps will be completed prior to reopening.**

The checklist takes account of government guidance on planning for reopening schools and will be amended as appropriate in the context of any changes to government and/or public health guidance.

The checklist is in four sections:

- A – schools where the premises have been closed completely since lockdown on 23 March 2020;**
- B – schools which have been partially open throughout the lockdown period;**
- C – actions to be taken which apply to all schools;**
- D – useful links to guidance, which supplements the issues in sections A, B and C.**

Employers are required by health and safety legislation to, 'so far as is reasonably practicable', protect the health and safety of employees by removing or reducing workplace risks. This applies to COVID-19 in the same way as it would to any other hazard.

Employers should remember that the virus can and does cause fatalities in all groups of people and that this should be the guiding issue on the arrangements they make for the reopening of schools.

Section A – School premises which have been closed to pupils and staff since 23 March 2020

Actions required

- Flushing the water system in accordance with the school's legionella risk assessment and policy.
- Checking that there are no leaks in the water system and that there is provision of hot water.
- Ensuring the safety and quality of the water by:
 - disinfecting the water system by raising the temperature of the heating of the system; or
 - in schools which have cooling towers/AC systems, microbiologically testing the water and receiving a positive clearance.
- Testing the fire alarms/smoke alarms/panic and accessible-toilet alarms.

Checking:

- the fire-door mechanisms;
- gas supply;
- kitchen equipment;

(continued overleaf)

- ventilation system;
- key holder information;
- the fixed wiring (if the scheduled tests required by regulations have not taken place in the last six months);
- emergency lighting;
- Inspection of lifts** (if the scheduled tests required by the regulations have not taken place in the last six months);
- Inspection of all known asbestos sites**
These may have been damaged by rodent activity during the closure.
- Inspection for rodent activity and/or infestations**
Commissioning of pest control may be required.
- Cleaning of the premises**
Deep 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 five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces.
- Servicing of reprographic and other equipment**
In accordance with the manufacturer's/provider's requirements.

Section B – Schools which have been partially open for certain pupils and staff

If only part of the school premises has been open, the checks in Section A of this checklist must be carried out for all parts of the building and any other buildings on the site which have been closed for any period of time.

- Cleaning of the school site**
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.

Section C – All schools

Planning for the reopening of the school should be on the basis of phased re-entry of pupils, and below are listed the factors which must be taken into account in planning for reopening.

- Assessment of the availability of staff for all activities during the school day, including lunchtime and break supervision, and to provide support for pupils with special or additional needs, taking into account:**
 - staff who have underlying medical conditions (as defined in government guidance);
 - staff who are subject to shielding or are in a household where someone is shielding;
 - staff who are self-isolating, and staff on maternity or any other form of leave, and will, therefore, not be available for work;
 - the availability of supply staff to cover any vacancies or long-term absences.

(continued overleaf)

Defining the expectations about teaching and learning, including:

- how the number of pupils returning to school each day will be managed to ensure that social distancing is maintained and account is taken of:
 - which categories of pupil may be given preference in any phased modification of controls on schools, such as pupils with special/additional education and support needs or who might otherwise be vulnerable, or pupils in particular year groups; for example, pupils who are preparing for qualifications or who may have been among the most disrupted by the partial closure of schools to date;
 - the ability of certain pupils to maintain social distancing;
 - arrangements for staff and pupils during breaks and lunchtimes, including supervision of pupils in the context of social distancing;
 - any subject-specific requirements that may need to inform the numbers and categories of pupils attending school.
- the extent to which existing planning, schemes of work and programmes of study will need to be adapted to take account of:
 - the number of pupils who will be on site;
 - the age and stages of development of these pupils;
 - the frequency with which pupils will be expected to attend;
 - the suitability of materials and resources for working with pupils who may need to attend school irregularly;
 - those pupils with special/additional educational support needs.
- the support, time and resources that will need to be made available to teachers and other staff to make any necessary preparations in respect of the above;
- availability of appropriate personal protective equipment (PPE) and access to hot water and soap and arrangements for the regular cleaning of touch surfaces throughout the day.

Review of the current risk assessments individual pupils may have

These may not be appropriate or may need extending to take account of the new situation relating to the change in the nature of the provision being made and the provisions of COVID-19 guidance.

Risk assessments of other pupils

- pupils who have not previously been risk assessed but in the new circumstances may pose a risk;
- pupils who need specific care, which cannot be delivered whilst ensuring social distancing;
- potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint.

As required under health and safety legislation, all risk assessments should be subject to consultation with staff.

Review of the school's pupil behaviour policy to ensure that it covers COVID-19-related incidents

Make provision for the school to be able to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.

- Assessment of the availability of school transport, including transport for pupils with special needs**
Assess the availability of transport and the arrangements being made by the transport providers for compliance with social distancing.
- Review of the arrangements for routine maintenance of the premises**
Assess how this will be carried out while maintaining social distancing and consider minimising risk by limiting maintenance to regulatory requirements and emergencies.
- Risk assessment of any capital building works which were suspended during lockdown, are in progress or scheduled to start when the school reopens**
Review the contractors' risk assessments in the context of government and public health guidance and the presence of staff and pupils on site.
- Conduct of a health and safety inspection with the Union Health and Safety Representatives prior to the school being reopened.**
- Discussion of the plans for reopening, including the information about compliance with health and safety provisions, with NASUWT and other trade union representatives, before they are finalised and the school reopened.**

Section D – Useful guidance

NASUWT website: www.nasuwt.org.uk.

The NASUWT Guidance on risk assessments: www.nasuwt.org.uk/healthandsafety.

Testing and flushing of the water system and receiving back the written results of the testing and confirmation that the water system is safe: <https://www.hse.gov.uk/legionnaires/index.htm>.

Testing of the fire alarms: <https://www.gov.uk/workplace-fire-safety-your-responsibilities/fire-safety-equipment-drills-and-training>.

Checking of the fixed wiring: <https://www.hse.gov.uk/electricity/index.htm>.

Checking of the emergency lighting: <https://www.hse.gov.uk/pubns/priced/hsg38.pdf>.

Inspection of lifts: <https://www.hse.gov.uk/pubns/priced/l113.pdf>.

Health and Safety Executive guidance: <https://www.hse.gov.uk/news/coronavirus.htm>.

Government guidance: <https://www.gov.uk/coronavirus>.

May 2020

