

GL344 Guide to doing practical work during the COVID-19 pandemic; D&T, food & art, version 2, 06/08/20

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

This guide is likely to be updated frequently. Regularly check that the version number in the title above is the same as that in the version on the website. Details of any significant changes made are listed on the final page of this document.

In July 2020 the government signalled its intention that all pupils would return to school full time from September 2020. It further signalled that all pupils should be able to access a broad, balanced and ambitious curriculum. To support schools the DfE and PHE have created a system of controls which are central to the return in September guidance.

DfE/PHE 'System of controls'

Prevention	
Minimise contact with individuals who are unwell	All schools all of the time
Cleaning hands more thoroughly and more often than usual	
Good respiratory hygiene ("catch it - bin it - kill it")	
Enhanced cleaning, including cleaning of frequently touched surfaces	
Minimise contact between individuals and maintain social distancing. How contacts are reduced will depend on the school's circumstances and will (as much as possible) include: grouping children together avoiding contact between groups arranging classrooms with forward facing desks staff maintaining distance from pupils and other staff as much as possible	Must be properly considered and schools must put in place measures that suit their circumstances. These measures should also not be seen as 'all or nothing' options as partial implementation will bring benefits
Where necessary, wear appropriate PPE. The majority of staff in education settings will not require PPE beyond what they would normally need for their work.	Specific circumstances as required by the risk assessment

Response to infection	
Engage with NHS Test and Trace	Must be followed in every case where they are relevant
Manage confirmed cases of corona virus	
Contain any outbreak by following local health protection team advice	

Measures currently excluded by DfE advice (July 2020)

- Reducing the number of pupils in school at any one time through the use of rotas
- Using additional premises to provide additional teaching spaces
- Making significant modifications to existing sites. CLEAPSS would say that this excludes creating or radically modifying teaching spaces

Practical work in D&T, food and Art

CLEAPSS believes that practical activities **can, and more importantly, should**, still happen. It will however require very careful planning to ensure that pupils and staff stay safe.

CLEAPSS believes that working within the constraints of the DfE's guidance (and in particular meeting the requirements around meticulous cleaning of equipment) has the potential to significantly restrict the number and type of practical activities that can take place. This will in turn impact on the schools' ability to deliver the broad, balanced and aspirational curriculum referred to by the DfE in its guidance to schools July 2020.

Schools will need to consider how they manage pupils', parents' and to a certain extent, teachers' expectations around the availability of practical activities during this period of extraordinary challenge.

Using this guide

This guide should be read alongside all CLEAPSS other COVID-19 guidance including

GL346 - *Equipment and machine maintenance during extended closure*

GL347 – *Returning to school after an extended period of closure*

GL348 – *Practical D&T activities for pupils at home*

GL354 – *Managing practical work in non-specialist rooms*

GL355 – *Using workshops, food rooms and art studios for alternative activities*

GL360 - *Advice for schools with only small numbers of pupils on site*

Factors to be considered

The following is a list of things that teachers, technicians and heads of department will need to consider when planning for practical work.

1. Separating groups – ‘Bubbles’

All schools will be expected to develop ‘bubbles’ of pupils. The application of these bubbles will define how the curriculum is to be delivered. Over the summer period there have been many different models proposed by schools. Each will have a different impact.

In some schools, the pupil bubble will stay in a single workspace for all lessons. This will have significant impact on the ability of pupils to work on practical activities (see guide GL354 *Managing practical work in non-specialist rooms*) for advice on this.

Where the bubble is based in a workshop, food room or art studio, all subjects will be taught in these practical spaces, which will mean non-specialist teachers supervising pupils (see guide GL355 *Using workshops, food rooms and art studios for alternative activities*) for advice on this.

2. Social Distancing:

This is distinct from separating groups, above, and DfE guidance is that they “...are not ‘all or nothing’ options’ and will still bring benefits even if implemented partially”

The expectations from the DfE are

- That staff should aim to maintain a 2m social distance from all other members of staff and from pupils.
- Wherever possible pupils should aim to maintain a social distance of at least 1m.

“It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children”

Recent research suggests that the greatest risk to staff is transmission from staff to staff, therefore staff will have to carefully consider social distancing rules during break and lunch times when they are likely to congregate in the D&T staff office or prep room.

It is likely schools will have now created their own rules for implementing the DfE guidance, and D&T, food and art departments should follow these. However, the following offers some outline guidance on how to maintain appropriate social distancing in the context of lessons

- **Entry into the practical room:**

If you have been given guidance by your school on entry into classroom you should follow this. If you haven’t been given specific guidance, then you can follow the procedure below.

To help with distancing and access to the rooms, corridors should be marked with safe waiting spaces, as in queuing systems at supermarkets. Each space leading to a room should be 1m apart and marked with a number (starting at 1 closest to the door); the number of spaces should correspond to the number of workstations in the room (see next point).

Clearly label each workstation with a number, 1 being furthest from the entry point, 2 the next furthest and so on ending with the workstation closest to the entry point.

Copies of the seating plan showing the position of the workstations and the maximum number of pupils permitted in the room should be displayed on the door and around the waiting area.

As pupils arrive at the room they should wait at a space until they can be admitted to the room. Under the direction of the teacher, pupils will enter the room individually and make their way to their workplace.

- **Maximum number of pupils per room:**

This will need to be measured and judged for each room. In a normal sized room, you can expect to fit anywhere between 10-16 pupils and still maintain the 1m safe zone

An easy way to set this out in practical rooms is to make a cross out of 2 x 1 metre rulers joined in the middle (see appendix 1 for photo). Then, by marking on benches and the floor (duct tape is useful for this), you can assign workstations within the room. Once this is done you can soon see how many pupils the room will safely hold with the pupils roughly staying in their allocated seat. If your room has moveable tables you can experiment with table configurations to ensure the best layout.

Most school workshops are equipped with 4-person work benches. Under the social distancing rules, two pupils per bench would be a sensible limit, working diagonally opposite each other. There may be capacity for pupils to use side benches, but it would seem that most workshops would be limited to 12 or 14 pupils.

Food rooms are often designed to have a number of 'kitchens' each equipped with a sink and a cooker. In this type of room capacity would probably be limited to one pupil per kitchen, however, it may be that the kitchens back onto each other, so it may not be possible to have each kitchen in use at the same time, and the capacity of the room would be less than the number of kitchens (see diagram).

Wherever possible pupils should be allocated spaces that are not opposite each other.

IT facilities tend to be laid out with less than 1m between each workstation. In these rooms the teacher will need to assess how many pupils can be seated with a 1m separation from the next pupil.

3. Measures within the room

Where practical work is planned, the capacity of the room will not change, nor will the need for a seating plan, but pupils will need to move around the room to access equipment, materials and machines. Teachers should 'zone' the rooms to produce areas for pupils to access fixed equipment while maintaining social distancing. This could be done using tape to mark areas on the floors.

- **Sitting side by side and facing forwards**

If your room has moveable tables you can experiment with different configurations to ensure the best layout. DfE advice requires that 'where possible' pupils should sit side by side and face forwards.

- **Working in pairs or groups**

The DfE guidance for September 2020 does not prevent pupils from working together on an activity, provided they maintain an appropriate social distance. This differs from the earlier advice where pupils were expected to work individually. (See management of equipment section below).

- **Movement around the room**

This will need planning in advance, things to consider eg, the locations of the door, sinks & emergency equipment and routes between these and the workstations & teachers' table; routes to and from fixed equipment and workstations; ability of the teacher to supervise work effectively; ability of the teacher to respond to an emergency; procedures to summon help if needed and procedures if pupils need to leave the room during a lesson.

- **Ventilation**

There is increasing evidence that good ventilation can reduce the transmission risk for COVID-19

All working spaces should have as much ventilation as is reasonably practical to ensure the maximum natural air supply. Opening windows and running mechanical ventilation systems is helpful.

Air condition systems that re-circulate the air should be turned off or switched to a non-re-circulatory mode. Machine-based LEV is not likely to add much to the ventilation capacity and may be noisy. It's general use is not recommended. At this time, we do not believe that screens on benches will be necessary in practical rooms, by placing screens on benches or tables the ventilation in the room will be significantly compromised.

- **Emergencies**

You will need to consider how the teacher will respond, and get to, a pupil in the event of an emergency (see notes about immediate remedial measures and PPE).

4. Managing practical activities

Hand hygiene is of paramount importance and all those involved in practical work should wash their hands prior to handling equipment or materials **and afterwards/at the end of the lesson**.

The head of department and technician(s) will need to work together to ensure that there is adequate staff coverage for all lessons, particularly if the level of staffing will change and/or new/different/non-specialist staff will be involved. Practical lessons will take longer than normal to complete, so bear this in mind if your school has short lessons.

Staff and pupils must wash their hands before **and** after handling any equipment, this should ideally be using soap, water and paper towels, as this is the most effective method. If this is not manageable, then hand gels should be used, and these should be non-alcohol based due to the flammability of alcohol-based gels. When purchasing non-alcohol-based hand gels ensure they claim to kill 99.99% of viruses and bacteria (this is a regulated term in the UK, meaning the product must have passed a BSI test).

Teachers will have to plan and take into account requirements for each practical activity (eg available equipment) and decide whether it can be safely managed as a class activity (pupils working individually not in groups) or a demo. Long and complex multi-step practical activities should be avoided apart from with very experienced pupils. Integrated instruction sheets as developed by many educators are very useful for these types of lessons.

- **Supervising pupils engaged in practical tasks**

Teachers must aim to maintain a 2m distance when observing pupils as they work through practical activities. This may present an issue if the teacher has concerns about the ability of the pupils to carry out the task safely without direct intervention from the teacher. If this is the case, the teacher should factor this into their risk assessment for the activity prior to the lesson. If necessary, teachers consider a different approach to the activity, an alternative activity or doing a demonstration rather than a hands-on practical.

- **Managing movement in the room**

To limit pupil movement, as far as is possible, pupils should be able to carry out the practical with the equipment at their workstation. Activities which require the pupils to move around the room, will likely need a different seating plan.

Where pupils need to move around the room, they should raise their hand to attract the teacher's attention and ask permission to move to use a particular piece of equipment. The teacher can then monitor movement and ensure that only one person is in any zone.

In food rooms, pupils may need to access fridges during a practical activity, it may be sensible for mini-fridges, or cool boxes to be purchased and used at each workstation, rather than expecting pupils to move around the room to collect chilled items.

- **Managing equipment**

Equipment can be shared by pupils within the same bubble. Departments will know how the bubbles are arranged in their school and can plan practical activities accordingly.

Example 1. All of Y7 in a bubble, and Y7 lessons are happening in maths rooms. The equipment for one activity can move from maths room to maths room as long as it is only handled by Y7 pupils (but not by different teachers or technician).

Example 2. A Y11 class is in its own bubble, they start a practical activity in one lesson, but they don't finish it. If the equipment and materials are then removed and not used by anyone else then it can come back out to be used again the following lesson by the same Y11 class.

Example 3. All of Y9 are a single bubble, all Y9 are based in general teaching rooms for most of their lessons, but will go to specialist rooms for practical sessions. The equipment used by the group can be stored and brought back into use for the next Y9 lesson. If this is not possible, it will need to be cleaned (or stored for 48 or 72 hours) if it is to be used by pupils from other bubbles.

5. Demonstrations

Teachers will need their own set of equipment for demonstrations and to show pupils how to carry out activities themselves. Equipment used by teachers to show pupils how to do an activity or part of an activity must not be 'borrowed' from one of the sets intended for pupils or given to pupils to use

immediately after the teacher has handled it. Both of these are common practice during class practical work. In practice, an additional set of tools or equipment will be needed for use exclusively by the teacher

Clearly demonstrations cannot involve pupils crowding around a bench, however they will still be needed for many activities. They can still be done by making use of data projectors and digital cameras / visualizers to project what is being demonstrated. Teachers will need to practice beforehand if they are not already experienced in using this equipment.

If key equipment is needed before the 72-hour period has elapsed – perhaps because the total number of items is limited (e.g. cordless drill), then cleaning could be considered to bring the item(s) back into use. The equipment must be suitable for cleaning, and sufficient time must be available to allow that cleaning to be ‘meticulous’.

6. Transferring equipment between bubbles – cleaning and/or quarantine

At the end of any practical session, all equipment and spare materials should be cleared away by the technician and cleaned (as described below) or quarantined prior to being stored away for future use. Machines or other fixed equipment that has been used should be cleaned and readied for use in the next session. Waste material should be placed in a suitable bin and removed from the room prior to the next session.

Current DfE guidance requires that any equipment being transferred between bubbles is either cleaned (‘meticulously’) or quarantined for up to 72 hours.

“Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles”

In general, there are three groups of equipment which need cleaning:

- Fixed equipment, such as machines, cookers, sinks
These can be shared within a bubble, but must be cleaned between bubbles, this will involve wiping with suitable cleaning products and allowing to dry.
- Portable/hand held equipment, such as cordless drills, food mixers, sewing machines
These can be shared within a bubble but must be cleaned or quarantined between bubbles. Cleaning will be similar to fixed machines, alternatively, where there is enough equipment, it can be quarantined for up to-72 hours then brought back into use.
- Materials, such as timber, food ingredients, textiles
Materials used by the pupils can be shared within a bubble, but not between different bubbles. Materials and ongoing products made by pupils will be very difficult to clean, the most appropriate way to manage such items will be quarantine for up to 72 hours.

Where items are to be quarantined, departments will need to set aside sufficient secure storage space to allow the quarantining of equipment between bubbles.

It may be possible to re-arrange the prep or storeroom(s) to set aside existing racking for this purpose. Alternatively, it may be necessary to re-purpose a teaching space (perhaps one that is too small to allow safe social distancing for normal sized groups). If the latter approach is to be used the additional space should be easily accessible from the practical areas and must be secure.

Resources placed in quarantine storage must indicate clearly when they are next ‘safe to use’. This can be done by placing labels onto the tray containing the equipment, and by organising the storage to create clear zones that themselves indicate when the equipment placed in them, can next be used safely.

Appendix 3 has some example labels.

Day used	Next day available for use
Monday	Friday
Tuesday	Monday
Wednesday	Monday
Thursday	Monday
Friday	Tuesday

Note that the quarantine space for equipment next available for use on Monday will need to be much larger than for the other days of the week because of the impact of the weekend.

Normal rules around the storage of hazardous chemicals will still apply. For example, flammables **must** be returned to the flammables store after use. If these have been used by pupils in a lesson, they will need to be subject to the same quarantine approach as the rest of the equipment, but this time located in the appropriate store. One way to make this easier would be for pupils to return items requiring specialist storage to a separate tray at the end of the lesson. This tray can then be labelled with the date for next staff use and placed in the appropriate store.

A department may be able to increase the availability of equipment that is suitable for cleaning by setting aside time, a day or an afternoon, when no new practical work is planned and when meticulous cleaning of key items can take place. If this approach is to be considered, this may require a workshop or classroom to be set aside for use as a cleaning base and sufficient staffing will be needed.

Furniture, including benches and stools will need to be cleaned as per the guidelines for all classrooms in the rest of the school. The Government requires restaurants and other food preparation places to ensure all surfaces and equipment are cleaned and disinfected only with preparations which are approved as food safe. Such preparations are readily available from relevant suppliers. However, domestic products sold for cleaning kitchens, and available from supermarkets, etc. will also be food safe and can be used in food rooms. Always follow manufacturer's instructions for preparation and use, paying particular attention to contact times.

CLEAPSS recognises that these approaches will **significantly** limit the amount of practical activity that can take place whilst adhering to DfE guidance. This will in turn impact on the schools' ability to deliver the broad, balanced and aspirational curriculum referred to by the DfE in its guidance to schools July 2020. Schools will need to consider how they manage pupils', parents' and, to a certain, extent teachers' expectations, around the availability of practical activities during this period of extraordinary challenge.

Meticulous Cleaning

CLEAPSS believes that the following advice is sensible when trying to achieve meticulous cleaning.

'Meticulous cleaning' does not mean sterilise. CLEAPSS believes that careful and thorough cleaning that includes the use of an appropriate disinfectant is the intended meaning.

This can be achieved in a number of ways

- Immersion in a solution of disinfectant
- Spraying with a disinfectant
- Wiping surfaces with wipes impregnated with disinfectant
- Dishwasher (for use in washing food equipment only)

In all cases in order for the disinfectant to work it needs to be in contact with the surface for the time specified on the product, typically between 10 and 20 minutes. This requirement is often overlooked.

Equipment that has become dirty during an activity will need to be cleaned before it can be disinfected as surface dirt and grease will prevent the disinfectant from working.

The process is helpfully summarized in the flow chart taken from CLEAPSS Primary publication, Explore, in Appendix 4.

Note: A dishwasher does not disinfect, but is effective for cleaning, which is the first stage of meticulous cleaning. The use of disinfectants on food utensils and equipment presents a significant issue, it is therefore likely that after washing, utensils will need to be quarantined, rather than disinfected, unless a suitable disinfectant, such as Milton, is used, following the manufacturer's instructions.

7. Dealing with an emergency

Spilt liquids will need clearing up, possibly by the pupil (though they may need some basic training in this). Therefore, a small amount of kitchen roll should be provided for this purpose. Larger spills will need to be cleared up by staff. In such cases, pupils should be evacuated from the room in an orderly fashion as you would at the end of a lesson, and then the spill can be dealt with.

It is essential that you do not delay responding to any casualty. In some cases, the casualty may be able to deal with her/himself under staff instruction. However, when close contact is needed, staff may 'break' the 2m exclusion zone to provide IRM (immediate remedial measures). See

<https://blog.redcrossfirstaidtraining.co.uk/what-can-i-do-as-a-first-aider-at-work-or-in-public-during-the-coronavirus-outbreak?>

Staff who are designated and currently trained as first aiders should consult their training provider for the latest guidance on what PPE / changes to first aid practice are now in place. Please note CLEAPSS does not provide first aid training, therefore we are not able answer these questions.

Staff will need the following in each room used for practical work, stored in a clear sealed bag, and marked for emergency use only. They should be worn only if needed to administer IRM.

- Disposable gloves,
- a fluid-resistant face mask (FRSM Type IIR),
- disposable plastic apron and
- disposable eye protection (face shield, safety specs or goggles),
- plastic bags for the disposal of used equipment and for any contaminated clothing,

All PPE should be used properly, and care should be taken when taking them off.

Wash hands **immediately and thoroughly** after removing any PPE.

The used PPE should be removed and stored in a bag, labelled as 'potentially contaminated' and then this should be either laundered or disposed of appropriately.

8. Prep/store rooms and departmental offices and work rooms

Staff working in offices, work rooms or prep/storerooms will need to adhere to the 2m social distancing rules, this may reduce the working capacity of some areas. Most storerooms are likely to be of a size that can accommodate only one person at a time.

PPE (Personal Protective Equipment)

We know many schools have donated their PPE to the NHS. You can expect demand for PPE to be very high, so it will take time and money to restock supplies.

- Eye protection; teachers should not attempt practical work where eye protection is required but is not available in school. This may initially limit the practical work that schools can do.
- Where schools have stocks of suitable safety spectacles and goggles, these will need quarantining for 72 hours or sanitising before their first use, and between each use.
- To sanitise eye protection, it should be fully immersed in a Milton liquid or tablets as used for baby's equipment (or similar 'own brand') sterilising solution.
- Carefully follow the instructions for making up the sterilising solution, including immersion time. The eye protection should then be rinsed off with water and allowed to air dry. Avoid drying with towels as this can lead to scratching the eye protection.
- We know of some very new UV based sanitising units, but we do not recommend the use of these, as their effectiveness has yet to be fully proven. Note: we advise using Milton in preference to Virkon (or similar) to help schools manage the potential for pupil and parent anxiety over the use of industrial sanitisers on items placed close to the eyes. The long-term effects of these on eye protection are unknown at this stage, Milton is known not to affect the plastics typically used to make eye protection.
- To quarantine the used eye protection for 72hrs, refer to guidance above about how best to manage quarantining of equipment. This will only be a likely possibility where either very little practical work is taking place, or the school has large stocks of eye protection.
- Pupils should be reminded to wash their hands before putting on eye protection.
- Gloves – The routine use of gloves by pupils doing practical work is not necessary.

- Staff will also need access to their own PPE, each member of staff should have their own eye protection and should be provided with non-alcohol based antiseptic wipes for cleaning between lessons. Sanitise the eye protection at the end of the day, see above guidance on how to do this.
- When leaving the room, pupils should place their used PPE in a bowl with a made-up solution of Milton in it. This then starts the sanitising process for the PPE.

Note: since aprons are not PPE they are not required for practical work, although we wouldn't advise against anyone wearing their own apron if they wish to do so. Shared or department-based aprons should be removed from use unless they can be meticulously cleaned or quarantined between use.

After removing any PPE, the user must wash their hands thoroughly, and dry them using disposable paper towels.

Welding masks and gloves, and other close contact PPE should not be shared at this time. Because of the difficulty in being able to ensure that such masks and gloves are clean, prior to an operator donning them, we advise that each operator has their own PPE and they are never shared. If this is not possible, we advise that the activity is altered to remove the need for PPE, or the operation is carried out by the teacher or technician wearing their own, dedicated, PPE.

Face Masks

You will need to follow any school and/or government advice on the wearing of face masks, this should include guidance on the disposal of any discarded masks. These could be homemade or bought ones, you will need to apply common sense & strict hygiene rules over the use of these. Note that homemade masks and most bought masks won't be of the correct specification to be used as PPE and should not be used in place of LEV or other arrangements for controlling risks arising from dust and fumes. CLEAPSS has further guidance on the use of face masks in Guide GL310.

Further details on the use of face masks can be found on the Government site:

<https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering>

Hand sanitiser:

Remember, the thorough use of soap, water and drying with disposable paper towels remains the preferred method for cleaning hands. In some circumstances this will not be possible and this is where hand sanitisers have a role to play




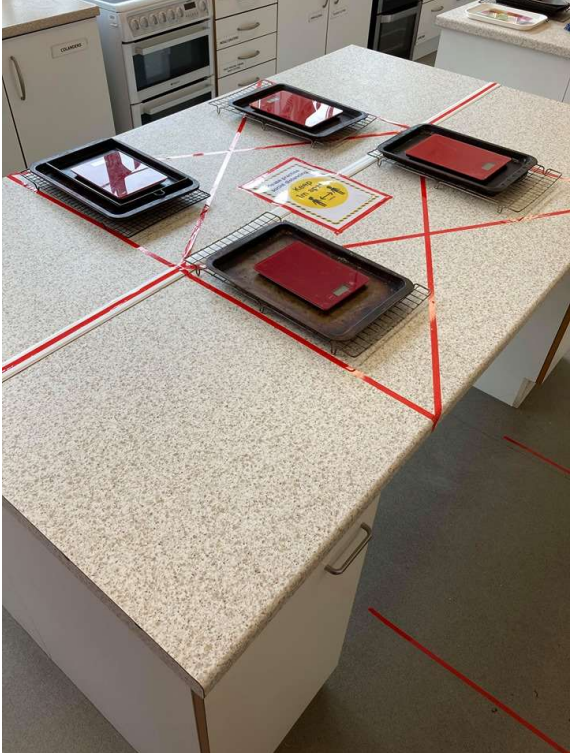
Please take the following into account when choosing your hand sanitiser:

- Alcohol based hand gels are a real fire risk, and thus must not be used in rooms where there is a fire risk, such as workshops and food rooms.
- Schools must not make their own gels, as the chemicals schools have or are able to buy are not safe for use on the skin, nor are school rooms designed, or clean enough, to produce cleaning products for the skin.
- Schools which are dispensing hand sanitiser from large bulk containers to smaller ones, must label the small containers with similar labelling as the bulk container, to ensure the user is aware of any hazards it may present. This should also include any instructions on how to use the hand sanitiser.
- Schools could consider using skin-friendly cleaning wipes, these should be low (<5%) alcohol or zero alcohol-based wipes which claim to kill 99.99% of bacteria and viruses.

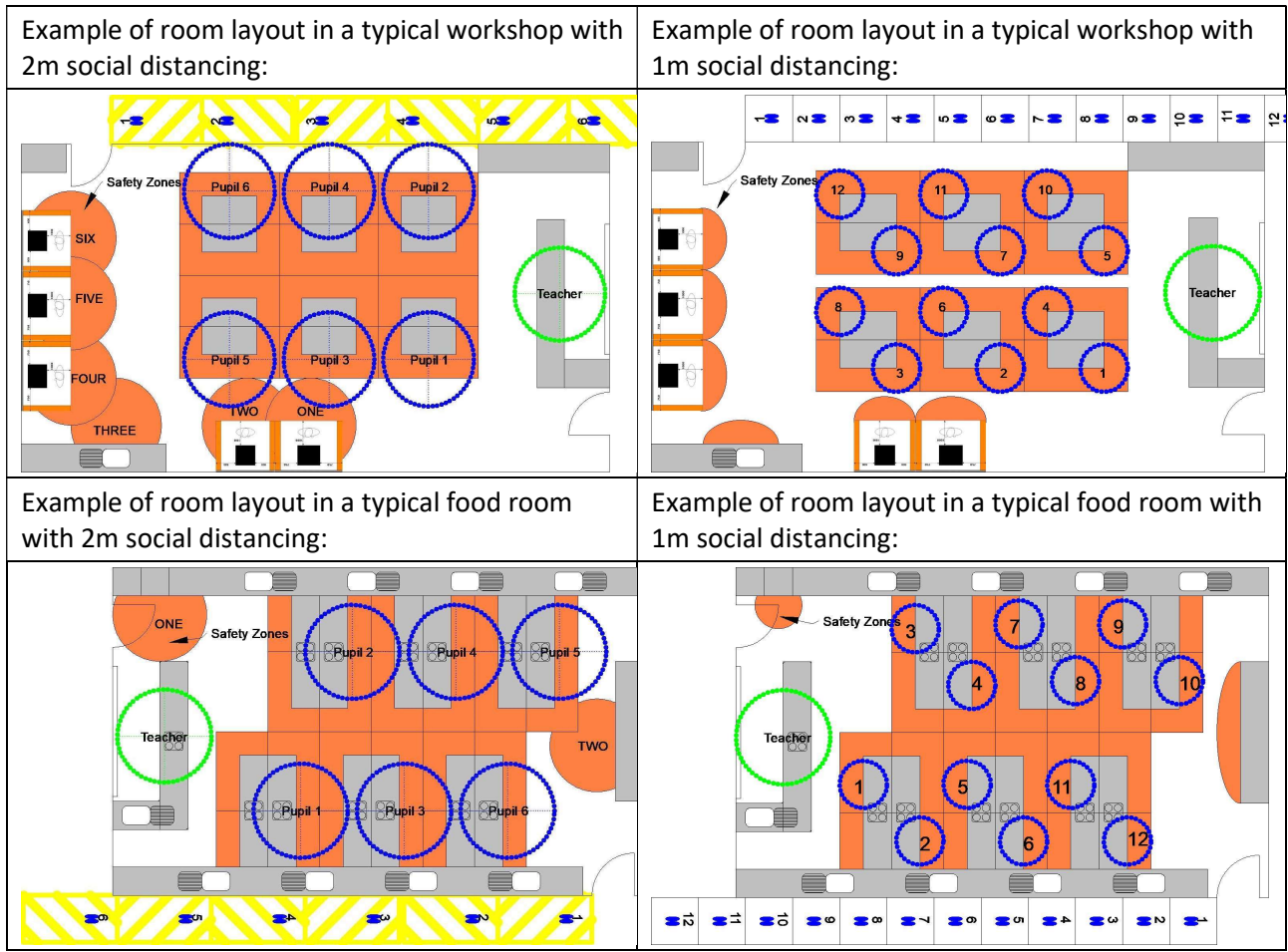
All PPE should be used properly, and care should be taken when removing it. Wash hands immediately and thoroughly after removing any PPE.

If schools and colleges which are members of CLEAPSS have further questions about this please make use of our *Helpline* - <https://dt.cleapss.org.uk/helpline/helpline.aspx>

Appendix 1


<p>2 m measuring device Each 'arm' of the structure is 1 m long measured from the centre of the cross.</p>	<p>1 m measuring device Two metre rules crossed at the centre.</p>
	
<p>Food room working space identified and prepared prior to lesson with 2m social distancing</p>	<p>Food room working space identified and prepared prior to lesson with 1m social distancing</p>
	

Appendix 2



Appendix 3


Example labels for quarantined equipment

 This equipment was last used by:

They finished using this on Date:

This equipment **MUST NOT** be used before Date:


@CLEAPSS www.cleapss.org.uk science@cleapss.org.uk Tel. 01895 251496 Emergency Phone 07565 114059

 This equipment was last used by:

They finished using this on Date:

This equipment **MUST NOT** be used before Date:

@CLEAPSS www.cleapss.org.uk science@cleapss.org.uk Tel. 01895 251496 Emergency Phone 07565 114059

 This equipment was last used by:

They finished using this on Date:

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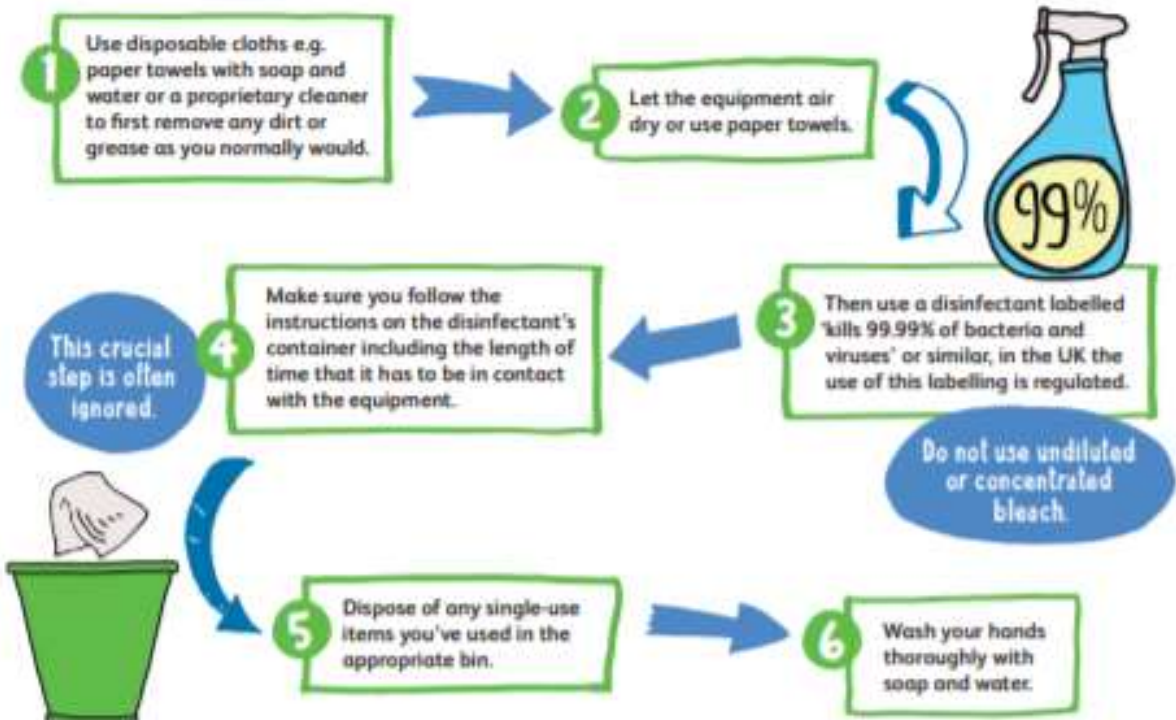
DOING THINGS SAFELY

CLEANING equipment

There's lots of confusing information about COVID-19 at the moment including topics like cleaning. All equipment given to children must be clean. Some are now wondering if they need to clean equipment after children do a 'hands on' activity and if so how.

The simplest strategy is to set aside, for 3 days, any equipment that your children have used, this will avoid anyone having to clean it.

We realise that in some circumstances this may not be possible. If someone is going to clean any science, D&T or art equipment the most effective way of doing this is to:



This crucial step is often ignored.

Do not use undiluted or concentrated bleach.

It's very important you follow any cleaning protocols that your employer has introduced. Remember you can't disinfect everything and even if you did it won't stay that way. Not touching your face and washing your hands are the most effective measures that you and your children can take to reduce the risk of catching the virus by contact with surfaces.

 For more information search COVID

Revision log

Version 2. changes:

- Full revision for use September 2020 onwards.