



**WORKING SAFELY IN SCHOOLS**

Covid-19

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# Introduction

This guidance has been produced to assist Head Teachers and Heads of Service to understand and apply the principles and practices that will reduce the risk of exposing members of staff, children and young people to coronavirus disease within the school environment. The objective of this guidance is to ensure compliance with the guidance laid out by Scottish Government in their “Coronavirus (COVID-19): guidance on preparing for the start of the new school term in August 2020” [[1]](#footnote-1). [www.gov.scot/isbn/9781839609404](http://www.gov.scot/isbn/9781839609404)

All Head Teachers have a duty to carry out their own risk assessments because they understand their own schools best. An exemplar generic Education risk assessment has been circulated to all schools and this should be used by them to produce risk assessments for their own specific situation (a link to this can be found here [generic school risk assessment](http://intranet.argyll-bute.gov.uk/sites/default/files/asn_ra.docx)). Staff who are currently shielding, or are vulnerable in some other way, should have a bespoke risk assessment carried out to assess what mitigations are required to ensure safe working, or if alternative arrangements need to be made.

This guidance provides a toolkit for Head teachers to refer to and sets a benchmark for good practice. Other solutions may be identified, but those must always be supported by a suitable and sufficient risk assessment.

In this guidance, “must” indicates a **requirement**, “should” or “may” indicate guidance or good practice. For safe operation, all **requirements** must be met.

# Underlying Principles and requirements

The Scottish Government guidance ([Strategic Framework for Reopening Schools and ELC](https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/)) and the most recent guidance (Coronavirus (COVID-19): guidance on preparing for the start of the new school term in August 2020) has been developed to support a safe return to school for all children, young people and staff taking full account of progress made in suppressing COVID-19 in Scotland. The following updated guidance sets out overarching key principles for a safe, phased return to schools.

## 3.1 Understanding the risk

The novel coronavirus SARS-CoV-2, which causes the disease COVID-19, is spread by two principal routes.

1. Close contact with a person shedding virus particles leading to droplet inhalation, or
2. Touching surfaces contaminated with virus particles and subsequently transferring those viruses to the eyes, nose or mouth.

A close contact can be defined as someone living in the same household, someone who had direct or physical contact with an infected person, or someone who has remained within two metres of the infected person for longer than 15 minutes. People who have simply passed an infected person in the street or in an enclosed place are at very low risk.

## 3.2 How we will control the risk

In the light of the improved situation with regard to suppression of the virus, and in the context of the vital importance of school to a child’s development, wellbeing and right to education, the balance of risk is now in favour of children and young people returning to school full-time. The control measures set out in this guidance aim to reduce the risk of infection as low as is reasonably practicable by the following hierarchy of controls:

1. All schools will reopen by 11 August, a phased approach may be adopted (if prior approved by HofS) but with the expectation that all children and young people are back in full time education by 18 August.
2. Although it is planned that 100% pupil return will take place in August, Education must ensure plans are in place to work to a more reduced capacity should the position change.
3. A rigorous approach to environmental cleaning must be implemented to prevent the spread of the virus, sanitation measures focusing on enhanced cleaning routines for “touch points” means that there is less opportunity for virus particles to spread from hand to hand. Consideration should be given to limiting the extent to which pupil belongings are brought into school. The regime put in place should be in line with Health Protection Scotland Guidance for Non-Healthcare Settings.
4. An enhanced provision of facilities for hand hygiene and sanitising facilities throughout the school estate. Measures are in place to allow pupils and staff time to clean their hands with soap, running water or sanitiser, when they arrive at school, return from breaks, change rooms and before and after eating.
5. Good respiratory hygiene must be practiced. Children, young people and staff should be encouraged to catch coughs/sneezes with tissues or elbow, avoid touching their faces and use bins that are emptied regularly for tissue waste.
6. Windows and doors should be kept open to aid ventilation. (this advice will be reviewed as we head into the winter months). This will also help to reduce contact with door handles. However, internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system). The Fire Safety Risk Assessment should always be reviewed before any internal doors are held open.
7. Providing information for children and young people, members of staff and visitors on the protective measures in place.
8. Providing information for children and young people, members of staff and visitors on good hand and respiratory hygiene.

## 3.3 Who will attend school in August

All staff and pupils who are not self-isolating and present with no symptoms of COVID-19. Those who cannot attend will be able to access/deliver their curriculum digitally until it is safe for them to return.

## 3.4 People who become symptomatic

The whole school community should be vigilant for the symptoms of COVID-19, and understand what actions they should take if someone develops them, either onsite or offsite

No child or young person or adult should attend the establishment with COVID-19 symptoms and anyone who develops symptoms during the day will be sent home immediately.

**Test and Protect.** This scheme will be operational from Day 1 of schools re-opening. It is operated by Public Health Scotland (PHS), not the school, and will activate wherever a case is reported. Education will be meeting regularly with NHS and updates will be shared with schools. Additionally, there will be surveillance and monitoring at three levels – community, specific school estate, and enhanced surveillance focusing primarily on staff. The view from the scientists is that this package would allow micro analysis of schools, their catchment areas, and quick response actions where required.

Two recorded instances of infection within a school would be classed as an outbreak and lead to the involvement of a multi-agency incident management team. This, in turn, may lead to local school closures, although that would be a decision for the incident team rather than school management.

Each establishment will have an identified room or area which is designated for anyone showing symptoms until they can be picked up. This can be outside. There must be PPE available to staff supervising individuals. The Head Teacher (or their delegate) should contact the School Services Support Manager (SSSM) for recording purposes and ensure appropriate cleaning takes place [https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/](https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/)

## 3.5 The use of PPE

PPE will not normally be required or necessary however there are already set risk assessment processes for where the need for PPE has been identified such as personal care, where staff come into contact with blood and body fluids or lift children and young people. In these cases PPE will be available and provided by the Authority. Risk assessments should already exist for children with complex needs, including those with emotional and behavioural needs.

The position on face coverings in schools is:

* Face coverings should not be required for most children (other than those clinically advised to wear one)
* Where adults cannot keep 2meter distance and are interacting face-to-face for a sustained period (about 15 mins or more), face coverings should be worn
* Anyone (whether child, young person or adult) wishing to wear a face covering in school should be allowed to do so
* Should the prevalence of the virus in the population start rising, nationally or in parts of Scotland, schools may wish to encourage the wearing of face coverings, especially among adults and older young people in secondary schools
* The impact of wearing a face covering for learners with additional support needs including any level of hearing loss, or for learners who are acquiring English and rely on visual cues, should be carefully considered

There is no routine need for PPE (masks, gloves and aprons) although a supply should be available in case anyone becomes unwell. Wearing aprons and gloves is not advised, practicing good hand hygiene is the recommended way to protect against infection. It is also advisable that long hair is tied up.

PPE (disposable gloves, disposable aprons, face masks, and hand sanitiser) has been procured centrally and stocks delivered to school for use. If further PPE is required then schools should contact [susan.tyre@argyll-bute.gov.uk](mailto:susan.tyre@argyll-bute.gov.uk).

# Guidance Applicable to ALL Education settings

## 4.1 Supporting Social Distancing

Head Teachers and school leaders will ensure staff are fully briefed on expectations for them and for the children. A compulsory presentation will be shared with all staff on the 11th of August 2020 which can be found here [HR Presentation](http://intranet.argyll-bute.gov.uk/sites/default/files/re-introduction_for_returning_to_work.pptx) and please ensure all staff who attended the meeting are listed on the return page here [attendance return](http://intranet.argyll-bute.gov.uk/sites/default/files/attendance_at_re-introduction_presentation.docx) following the end of the presentation and that this is returned to [argyllhousereception@argyll-bute.gov.uk](mailto:argyllhousereception@argyll-bute.gov.uk) . Anyone not in attendance on the first day back should have the presentation shared with them at the earliest opportunity when they enter the school for the first time.

No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment process. Generic Risk Assessments, APPENDIX A, should be adapted for individual settings.

Whilst it is anticipated that all schools will return under the 100% model, schools should still be prepared to introduce the capacity model that had been agreed to conform with social distancing measures at 2meters. There is a possibility that this may have to happen at very short notice.

Staff should avoid, as far as possible, physical contact with children and not make games and activities which encourage physical contact.

## 4.2 Social Distancing by Staff

The advice from the COVID-19 Advisory Sub Group on Education and Children’s Issues is that, subject to other risk mitigations being in place, there is no requirement for physical distancing between children and young people of any age in schools. As a precautionary approach, secondary schools should encourage distancing where possible between young people, particularly in the senior phase. This does not have to be strict adherence to 2m physical distancing.

It is important to emphasis that both the approaches of maintaining distance between young people (in secondary schools) and the use of consistent groups are not all-or-nothing approaches, and will bring public health benefits even if logistics mean they can be implemented only partially (e.g. with groups maintained for the majority of the day but some limited mixing into wider groups permitted for specialist subjects or transport, etc.). Schools should apply proportionate, risk-based approaches to implementation of distancing and the use of groups.

Smaller class sizes should be considered as they not only assist with pupil physically distancing but in terms of education recovery, they would facilitate much greater individual support to pupils.

The key mitigation remains however of 2m physical distancing between staff and pupils and between all adults. Planning should be carried out to maintain the 2meter social distancing by staff which will have an impact on staff bases and staff rooms.

Any necessary staff meetings should be conducted with appropriate social distancing and if this is not possible, through video/digital communication tools. The same considerations should be given to meetings with external partners and other agencies.

## 4.3 Promoting Healthy Buildings and effective use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms, fire doors should not be kept open. Children, young people and staff should spend more time outdoors, with weather appropriate clothing.

Effective outdoor learning can be delivered across many subject areas. Informal outdoor classrooms set within the natural environment will be used as spaces for learning where possible. Care will be taken to ensure that outdoor contexts for learning are fully accessible.

For more information regarding outdoor learning please use these links:

* Scottish Government [guidance on organised outdoor sport for children and young people](https://www.gov.scot/publications/coronavirus-covid-19-phase-3-staying-safe-and-protecting-others/pages/sports-culture-and-leisure-activities/#Organised%20outdoor%20sport%20for%20children%20and%20young%20people)
  + [Outdoor Learning Directory](https://outdoorlearningdirectory.com/)
  + [Going Out There framework](https://www.goingoutthere.co.uk/)
  + [Scottish Advisory Panel on Outdoor Education](https://www.sapoe.org.uk/)

## 4.4 Entering and Exiting School Settings

There will be handwashing/sanitizing carried out by anyone who enters the school building and schools should lay out the method for this, however a sanitising station should be available at all entry points to allow for hand sanitizing by all.

All available building entrances and exits should be considered to minimise pupil congregation, this will include non-standard entrances or using staff entrances, fire doors etc. Entry and Exit points from the building should be managed to support social distancing, with clear arrangements supported by visuals/posters put in place for pupils waiting to enter the school to the appropriate physical distancing. Ensure gates are open to maximise the width of the pupil access and not restricted and reducing touch points.

Parents/carers should avoid coming into the school grounds where possible. Pupils should be ‘handed in’ to the school via identified entry points. Parents and carers should also be discouraged from gathering outside the building. Consider using signage to ask parents not to congregate and maintain 2m physical distancing. Parents should be encouraged to remain in their cars when dropping off at schools, with pupils entering the site / building independently wherever possible. If queuing, parents must exercise physical distancing - 2m between families.

Consideration should be given to where children go as they arrive at the setting, i.e. straight to their small group’s designated learning space/classroom, which could be indoors or outdoors. Pupils should wash hands or if limited handwashing facilities available, hand sanitise, as they enter the building.

Consideration should be given to a “no bell” strategy to support the staggered class start/finish and break/lunch times to minimise interruption and disruption. The use of changing rooms/cloak rooms in primary settings should be restricted, potentially with areas closed. Consideration should be given to pupils keeping coats and bags at, or under, their tables/ workstations.

## 4.5 Ventilation

Schools should ensure adequate levels of ventilation. Where centralised or local mechanical ventilation is present, systems should be operated as normal. Checks have been carried out on all ventilation systems that the Authority maintain to ensure that they are sterile. NPDO schools also have procedures in place to ensure systems are compliant.

Wherever it is safe to do so, doors and windows should be kept open to increase natural ventilation (this advice will be reviewed as we head into the winter months). This is will also help to reduce contact with door handles. However, internal fire doors should never be wedged open.

## 4.6 Cleaning routines

Commercial Services will provide a cleaning service for all sites (that they have responsibility for, otherwise it will be schools own janitor/cleaner who will carry out these duties) before and/or after each school day and will be based on current national guidance for non-healthcare settings. This will include routine cleaning of frequently touched objects and surfaces eg door handles, light switches, tables, chair backs, routine toilet cleaning paying particular attention to touch surfaces.

Appendix B details the cleaning that will be provided, along with items where local cleaning arrangements need to be put in place.

Movement of children, young people and staff between classrooms should be minimised wherever possible. Where this cannot be avoided in secondary schools, there will be appropriate cleaning supplies to enable children, young people and staff to wipe down their own desk/chair/surfaces before leaving and entering a room.

Spray bottles of approved cleaning agent will be provided to all schools along with blue roll.

Where there has been a confirmed COVID-19 case, Commercial Services should be advised, and the cleaning regime undertaken will be in accordance with strict rules outlined [COVID-19 cleaning for non-healthcare setting](https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/).

Where schools have a full time janitor they may be asked to undertake additional spot cleaning during the day of high volume areas such as door handles, toilet areas etc

There will be additional cleaning hours undertaken in every school and notification of this will come out to schools under separate cover.

## 4.7 Toilets

Whilst returning to school under the full capacity model, pupils’ access to toilets will still require to be carefully managed to maintain physical distancing within the toilet areas. Staggering break times should assist with this. Limits should be placed on the number of pupils accessing a toilet at any one time, depending on the size of the toilet area. There should be a strong emphasis on hand washing after visiting the toilet, hand washing may require to be supervised for younger children.

It is recognised that staff toilets can be limited in some school buildings. Staff toilets areas which are small should be limited to single user only, using a visual mechanism to show when the toilet area is occupied.

## 4.8 Catering

Commercial Services are working to return to as normal a service as possible, though there may be restrictions caused by social distancing in the kitchens themselves. The previous menu will form the basis of the service from August 2020 onwards, though there may be some restrictions in choice should there be operational issues or supplier issues. Please speak to your Catering Manager for more information.

Parents should be encouraged to use online payment methods.

The Authority are working with IT in relation to getting an on-line payment method for all schools in relation to school meals, however this will not be available for the start of term. Consideration should be given by all schools on developing a safe method of collecting payments for school lunches eg if parents must pay by cash then parent puts lunch money in an envelope with child’s name and amount on the front which is handed into the office on a Monday, kept in a locked drawer to be opened on the Thursday by staff and dealt with as normal.

## 4.9 Staff Rooms

Signage must be displayed advising the maximum number of people permitted in the room. Staff Rooms should be organised to assist with physical distancing ensuring chairs are spaced a minimum of two meters apart, or some taped off to ensure they are not used.

Consideration should be given to how the numbers using rooms will be controlled. Staggered lunches / breaks will assist with this.

## 4.10 Evacuation Procedures and Mustering

If the layout of settings are changed, and/or circulation routes or entry/ exit points are altered, evacuation procedures need to be reviewed and any changes shared with all building occupants (e.g. in the event of a fire or other incident). However, in light of a fire alarm activation, buildings must be evacuated in the most efficient and safe manner possible, by the nearest available exit, without the need to follow any temporary rules including one-way systems in place. Muster points should also be considered to identify whether appropriate physical distancing arrangements can be maintained between individuals. This should be included as part of the risk assessment for the setting.

Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes, updated and shared with staff as appropriate.

## 4.11 Managing Visitors and Reception

Only essential visitors should be permitted to access the school, and they must sign in and out clearly detailing the area(s) they visited and the time on site. The reception staff should fill in the sign in sheet on behalf of the visitor which should contain contact details for trace and protect purposes. All visitors should be required to use hand sanitiser immediately upon entering the building. Seating in waiting areas should be removed or cordoned off.

Intercoms where available should be used to avoid visitors coming into the building. Where receptions desks have a sliding window (or similar) this should, where practical, remain closed at all times, if not, barrier/tape to clearly mark 2m distancing.

## 4.12 Peripatetic Staff

Where allocated to different schools on a full daily basis schools should comply with current school risk assessments in place in relation to hygiene practices, social distancing etc. Where allocated to different schools on a half day or other pointage, timetables should be altered to allow for a full day at each school, whether fortnightly or other pattern to ensure that these staff are not in more than one school on any given day.

## 4.13 School returns

Schools should consider any returns being requested from parents and how these are handled ie can they be processed electronically in future. This should be possible for most returns eg EV5s, however where it is not possible to treat them electronically eg the Annual Data Check, paper returns should be placed in a safe place (secure drawer/cabinet) for 72 hrs prior to anyone working with them to ensure they are virus free. A blank EV5 will be issued to schools via the ‘back to school’ SEEMiS guidance issued.

## 4.14 Offices and Printing

All office areas need to be set up to maintain physical distancing, including removing and/or taping off furniture where required.

Where 2m separation cannot be guaranteed staff should be based in other suitable areas of the building. Rota systems may need to be developed to allow a blend of working from home and on site.

Stationery items such as pens, staplers etc. should not be shared.

## 4.15 School Transport

**Individuals should not travel if they feel unwell**

**The main symptoms of coronavirus (Covid-19) are a high temperature, a new, continuous cough and a loss or change to your sense of smell or taste.**

**Good Hygiene**

The most important control for preventing the spread of any infection is good hygiene:

* Use tissues to cover your mouth and nose when you cough or sneeze (CATCH IT)
* Place used tissues in the nearest waste bag or bin (BIN IT)
* If you do not have a tissue use the inside elbow of your sleeve
* Wash your hands regularly with soap and water or other alcohol based gels/spray/wipes (KILL IT)
* Clean surfaces and contact points regularly to get rid of germs (KILL IT)
* Avoid touching your face

**BUSES/CARS/TAXIS**

* Follow the guidance on display at main bus stops.
* Drivers, pupil escorts and all passengers, including school pupils, **are required to wear suitable face coverings**. Exemptions include children under five years of age and people who have a health condition or disability. Individual discretion should be applied in considering the use of face coverings for children with breathing difficulties and disabled children who would struggle to wear a face covering. A small number of disposable masks will be available on vehicles for pupils who have forgotten to bring their own
* Mounted hand sanitisers will be provided and should be applied by all staff and pupils when entering the vehicle
* Vehicles should be kept well ventilated
* An enhanced cleaning schedule will be put in place to ensure that frequent contact points, eg door handles, are thoroughly cleaned and disinfected after each journey
* If someone displays the symptoms of Covid-19, lives with someone displaying symptoms of Covid-19 or is a confirmed case, the affected transport will be subject to an enhanced clean
* The Scottish Government has advised that dedicated school transport services should be regarded as an extension of the school estate. This means physical distancing between pupils is not necessary as long as infection rates remain low in Scotland. Due to the confined space within school transport vehicles, drivers and pupil escorts will be required to wear face masks and shields they have provided with. **All children and young people will be responsible for providing their own face coverings**
* All pupils should maintain a one metre social distance from all fare paying passengers on public bus services
* School pupils will be discouraged from singing and shouting whilst on board vehicles to reduce the possible spread of virus transmission.
* Appropriate signage will be on display in each vehicle
* Wipes and disposable face masks will should be placed in bins or waste bags as soon as possible after use

**RAIL SERVICES**

* All passengers, including school pupils, have to wear face coverings unless they are exempt
* ScotRail will not be providing hand sanitiser, so pupils should to bring their own sanitiser with them and clean their hands before entering the carriage.
* Pupils should maintain a one metre social distance from other passengers where possible.
* Be patient – most seats need to be empty

**FERRIES**

* Pupils must wear a face covering when travelling with Cal Mac and when using their port offices - unless they are exempt from wearing one.
* Hands should be washed thoroughly with soap and water before boarding, and hand sanitiser should be used during and after every journey  
   Pupils must comply with any signage or instructions on public transport, or from transport staff, as the safety measures in place are for everyone's benefit
* Whenever possible, keep yourself and others safe by maintaining the latest physical distance guidelines at the port and on the ferry
* Where it is impossible to maintain physical distancing, avoid physical contact and face away from others, and keep the time you spend within two metres of others as short as possible
* If you are travelling in a car, some journeys will require you to remain inside the car during the crossing
* Be considerate of the impact of restrictions on the needs of fellow passengers who may have impairments, disabilities or mobility issues
* If any problems arise, or you feel ill during your journey, speak to a member of staff. In the case of an emergency, contact a member of the staff.  Maintain physical distancing from staff where possible.

**PLANES**

* *Entry to terminal*

Sanitise hands at entry point and prepare for a forehead temperature check

Ensure face coverings are worn and gloves if possible (disposable ones are available)

Report to reception to book in and follow further instruction

* *Waiting for flight*

Position your bags on the scale for a weight check and declaration displayed, or briefed by reception

Take a seat providing as much distance between you and other passengers as possible.

The purchase of snacks and use of toilet facilities will be limited to one at a time

* *Boarding the flight*

Listen to the brief given by the pilot and, when authorised, leave the terminal building towards the aircraft

Deposit luggage as directed and take the allocated seat whilst keeping on your face covering.

Continue to wear protective items throughout the flight

* *Disembarkation*

Follow instructions from the pilot and collect luggage one at a time

Put used face coverings/gloves in a clinical waste bag

The pilot/operator will clean and disinfect the aircraft ready for the next flight.

**For any further enquiries relating to school transport please telephone the School Transport Office on 01369 708662 or 01546 604601, or by email** [**schooltransport@argyll-bute.gov.uk**](mailto:schooltransport@argyll-bute.gov.uk)**.**

# Guidance Specific to Additional Support Needs

## 5.1 Risk Assessment

The requirement for social distancing may have an impact on children and young people with additional support needs and additional space may be required, regardless of where they normally learn.

Appropriate arrangements will clearly be dependent on the needs of the individuals and should therefore be risk assessed on a case by case basis considering the building and pre-COVID-19 approaches to meeting need and the risks to the wellbeing of the child. Consideration must be given to the child’s understanding of social distancing, medical needs, personal and intimate care needs, health and wellbeing needs, the learning environment, daily routines etc.

Risk assessments already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments will require to be updated as a matter of priority in light of changes to provision such as environment and staffing, whilst also remaining mindful of the significant loss and change many young people may be experiencing due to COVID-19. A specific ASN risk assessment for COVID-19 can be found here [ASN risk assessment](http://intranet.argyll-bute.gov.uk/sites/default/files/education_risk_assessment_covid_19_v1.docx).

If risk assessments are not in place, they must be undertaken in accordance with this guidance and local risk assessment guidance.

## 5.2 Social Distancing and Bubbles

In some cases, social distancing may be challenging to implement. In recognition of this a risk mitigation approach should be taken in line with national guidance. When assessing potential risks and how these can be managed and controlled, the following must be taken into account:

* The impact of social distancing on an individual in relation to medical needs, personal/intimate care needs, health and wellbeing, behaviour, communication, learning, learning environment and routines
* The plans currently in place for each pupil need must be reviewed and updated e.g. Child’s Plan, Co-ordinated Support Plan, Personal Emergency and Evacuation Plan
* Arrangements for support at different times of the day e.g. support with learning, handling, hoisting, personal and intimate care, support during soft start, breaks, lunch times, down times, home time etc. and how this can be managed in relation to staffing and social distancing will have an impact on which spaces are appropriate to use and also the creation of groups or bubbles of children and young people
* Timetabling and positioning for access to sensory equipment / resources must be reviewed considering the increased cleaning requirements
* The social, emotional and learning needs of the individual must be taken into account when creating bubbles. Decisions will be made on a case by case basis, but all three factors must be considered in order to achieve the optimal balance for each individual
* There will be less designated quiet spaces for children to access and therefore when creating bubbles, the number of children in a bubble needs to be carefully considered
* The creation of bubbles should reflect the number of staff required to meet needs and to keep individuals safe. Where possible every effort should be made to socially distance, but it is recognised that the age, stage and additional support needs of individual children will make this difficult
* Where the use of PPE is risk assessed as being required, staff should follow the guidance to ensure they remain as safe as possible while dealing with intimate care.
* Risk assessments and individual plans must be completed in collaboration with parents and carers.

# Special considerations for Certain Groups

## 6.1 Children, young people and staff who are clinically vulnerable

Clinically vulnerable staff can return to work, following a risk assessment, and arrangements should be made to enable appropriate physical distancing staying 2meters away from others whenever possible, in line with current advice on the return to school. If they have to spend time within 2meters of other people, settings must carefully assessed and if necessary, alterations made so that agreement is reached that there an acceptable level of risk.

## 6.2 Children, young people and staff who are clinically extremely vulnerable

Shielding of vulnerable groups is now paused. It is expected that children, young people and staff who are shielding will be able to return to school in August, unless given advice from a GP or healthcare provide not to.

Where concerns do exist, [guidance for people with underlying health conditions](https://www.gov.scot/publications/coronavirus-covid-19-tailored-advice-for-those-who-live-with-specific-medical-conditions/) has been prepared and will continue to be updated by Scottish Government. School staff who have underlying health conditions should make themselves aware of this advice. Parents may also wish to have a discussion with their child’s healthcare team if they have queries about returning to school because of their child’s health condition.

Schools should maintain plans for providing education remotely to some children and young people in circumstances where they are [unable to attend school due to ill health](https://www.gov.scot/publications/guidance-education-children-unable-attend-school-due-ill-health/)

## 6.3 Anxious children, young people, families and staff

The past few months have been a time of considerable change and there will be moments of anxiety. It will be important to take gradual steps in terms of reintroduction to safe practices and intervention with others. It will be important to phase some of this in through family interaction prior to the return to school, particularly for children and young people with additional support needs. It will also be vital to consider mental health awareness.

## Minority Ethnic children, young people and staff

There is some wider evidence that children, young people and adults from a Minority Ethnic background who are infected with COVID-19 seem to be at higher risk of severe disease. Work is ongoing to build upon the data available and to improve understanding. Scottish Government continues to work with experts from a range of fields, to develop actions to help mitigate any disproportionate effects.

The concerns within the Minority Ethnic communities must be recognised and individual requests for additional protections should be supported wherever possible. Requests may include offering access to support from Occupational Health Specialists (OHS) and the provision of individual risk assessments. Any referral to OHS should be made with the involvement of the young person, families or staff member.

Schools should be mindful of their duties under the [Equalities Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) at all times. All Minority Ethnic staff from South Asian backgrounds with underlying health conditions and disabilities, who are over 55, or who are pregnant, should be individually risk assessed and appropriate reasonable adjustments made following that risk assessment. There is a toolkit that will assist schools with individual risk assessments available here [Individual staff risk assessment toolkit](http://intranet.argyll-bute.gov.uk/sites/default/files/covid-19_occupational_risk_calculator_28-07-2020.xltm).

## 

# Appendix 1 – Generic Risk Assessment

**Argyll & Bute Council Risk Assessment Form**

* Form to be completed only by competent, trained assessors.
* Use in conjunction with Guidance on Risk Assessment and flow process chart – calculate risk rating from matrix, Likelihood x Severity = Risk Rating.
* Insert photographs where appropriate or available.
* Once completed pass form to line management for implementation of any new control measures identified.
* Copy to be retained within service.
* If you require additional guidance refer to the Health and Safety SharePoint via The Hub (<https://fios.argyll-bute.gov.uk/sites/heathandsafety/_layouts/15/start.aspx#/SitePages/RISK.aspx>) or email [healthandsafety@argyll-bute.gov.uk](mailto:healthandsafety@argyll-bute.gov.uk)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **LIKELIHOOD** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **Rare** | **Unlikely** | **Possible** | **Likely** | **Almost Certain** |
| **SEVER** | **1** | **Insignificant** | **1L** | **2L** | **3L** | **4L** | **5M** |
| **2** | **Minor** | **2L** | **4L** | **6M** | **8M** | **10M** |
| **3** | **Moderate** | **3L** | **6M** | **9M** | **12M** | **15H** |
| **4** | **Major** | **4L** | **8M** | **12M** | **16H** | **20H** |
| **5** | **Catastrophic** | **5M** | **10M** | **15H** | **20H** | **25H** |

|  |  |
| --- | --- |
| **Hierarchy of Controls** | |
| **a**. **Elimination** | **d. Otherwise controlled** (e.g. safe systems of work, signage, warnings, procedures, training, supervision, etc. ) |
| **b**. **Substitution** **with a safer alternative** (e.g. mains tools substituted with battery operated | **e.** **Reduced effectively by using** **Personal Protective Equipment** |
| **c. Made safer through using engineering controls** (e.g. guarding) |

Identify Task and who could be affected

Identify hazards at each step within task – refer to guidance appendix 2

Identify existing controls

Rank risk using matrix

Are additional controls required, if so identify

Ensure additional controls put in place

Rank residual risk using matrix if needed

Sign risk assessment off

Copy to be retained within service

|  |  |
| --- | --- |
| **< 5** | **Low** |
| **5 <15** | **Med** |
| **15 < 25** | **High** |

Review periodically

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Argyll & Bute Council**  **Risk Assessment Form** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Work Task: (**activity or process) | **Argyll and Bute Schools returning after lockdown**  Staying in schools as before: Key worker children, [vulnerable children](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)  Mainstream schools: nursery, reception, year and year  Face-to-face support to supplement remote education for year and year who are taking exams next year.  Nurseries and EL providers (incl childminders): all children, subject to numbers that can be safely accommodated. Alternative provision: the same groups, but year and year phased return of those who will most benefit, not confined to year groups. | | | | | | | | | | | | | | | | **Assessment Undertaken By:** | | | | | | | |  | | | | | | |
| **Designation:** | | Sen. Health and Safety Officer | | | | | **Assessment Date:** | | | | |  | | | | | **Review Date:** | |  | | | | | | **Service:** | **Education Services** | | | | | |
| **Signature:** | |  | | | | | | | | **Department/School** | | | | | **Generic for school estate** | | | | | | | | | | | | | | | | |
| **Who may be affected?** | | | **Staff** | | **\*** | **Contractors** | | **\*** | **Visitors** | | **\*** | | **Public** | **\*** | **Pupils** | | | **\*** | | | **Others** | |  | **Volunteers** | | |  | **Ref No:** | **Edu /COV 001** | | |
| **Hazards** | | | | **Controls**  **(List existing controls in place – link to policy etc)** | | | | | | | | | | | | **Risk Rating**  **Use Matrix** | | | | | | **Additional Controls**  **Required? (List)** | | | | | | | **Residual Risk Rating** | | |
| **L** | | **S** | | **R** | | **L** | **S** | **R** |
| **CINICAL RISK TO INDIVIDUALS FROM COVID-19**  Staff, wider contacts, school partners  Spread of COVID 19 | | | | Identify staff who can’t return to school at this point and how they can work from home (for example, supporting remote education). | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| It is important to consider phasing the re-opening of the schools to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. It is important to consider that plans are about ‘working towards’ the re-integration of pupils. Allowing time to review plans and carrying out regular review means that schools can judge how pupils can safely return to school. Consider starting with a manageable / sustainable plan and building from there rather than removing provision. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Identify (and record that this has been carried out for every individual) all staff and students who are either [clinically vulnerable](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#protecting-different-groups-of-people), [clinically extremely vulnerable/shielded](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version) or have household members who are shielded, with the Head teacher prior to them entering the school.   * ‘Clinically vulnerable’ children and staff should follow the advice of their doctor. * Those with a ‘clinically vulnerable’ household member can attend. * Those who are ‘clinically extremely vulnerable’/shielded should not attend. * Those who live within someone ‘clinically extremely vulnerable’/shielded should only attend if stringent social distancing can be adhered to, and the individual understands and can comply. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Identify those staff or pupils who are, or who live with someone who is, symptomatic or a confirmed case of COVID-19. They cannot return to school until self-isolation is over, or a negative test is received. [Self-isolation guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Ensure that all clinically vulnerable staff are enabled to work from home, or where that is not possible, to carry out the lowest-risk roles on site, with social distancing of at least 2m. Clinically vulnerable staff electing to waive this right must have discussed it with their doctor and head teacher. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Ensure up to date risk assessments for children on child plans, carried out with educational providers and parents/carers, to ensure child is at no more risk in the school setting than at home. (for August Return) | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Set up clear, repeated messaging to parents/carers that pupils must not attend if they, or a member of their household, has COVID-like symptoms or a positive test. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| **Staff Wellbeing**  **staff levels**  Direct transmission of coronavirus in the school environment through person-to-person contact/ coughing etc    physical arrangements for Staff,  Students / pupils / wider contacts  Spread of COVID 19 | | | | Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Building in familiarisation time, training time and practice time for staff before opening the school to pupils. | | | | | | | | | | | |  | |  | |  | | Share presentation with staff relating to staff returning to work. | | | | | | |  |  |  |
| Consider if employee risk assessments need to be amended or new ones carried out for staff experiencing mental health issues. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Regular staff meetings (via skype etc. or following social distancing rules) are undertaken with staff on site and that regular telephone, skype etc. communication is held with staff who are not present to maintain contact and assist wellbeing | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Setting up closed groups etc. may help (staff will still need to follow Safer Working practices and adhere to the guidelines on the use of social media) | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Identify Mental Health and give guidance to help or assistance (use Council information on the Hub). Inform staff about support via Education Support Partnerships and HR or H&S. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
|  | | | | Framework requirement:  Decide the physical structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, class sizes, lunch queues, use of communal staff areas.  Agree how safety measures and messages will be implemented and displayed around school.  Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms  Ensure that children, and staff where possible, only mix in a small, consistent group (Bubbles) and that small group stays away from other people and groups or bubbles within the school premises. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| **Arranging rooms & limiting proximity**  Staff, Students / pupils / wider contacts  Spread of COVID 19 | | | | Consider if ‘unnecessary’ equipment can be removed from classrooms. If so this must be stored suitably (not in electrical intake rooms, plant rooms etc.) | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Staff are to maintain a safe distance between each other (2 metres) | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Re-plan lessons / activities to avoid shared resources.  For secondary [Science](http://science.cleapss.org.uk/Resource-Info/GL343-Guide-to-doing-practical-work-in-a-partially-reopened-school-Science.aspx) and [DT](http://dt.cleapss.org.uk/Resource-File/GL344-Guidance-on-practical-work-in-a-partially-reopened-school-in-DT.pdf) also consider advice  from SEERC for suggested considerations in undertaking practical work in a partially open school | | | | | | | | | | | |  | | | | | | |
| Consider opportunities for outdoor learning to assist in social distancing. | | | | | | | | | | | |  | | | | | | |
| Staff to follow social distancing guidance in offices/staff rooms/close working in rooms etc. and should not use offices / rooms where 2m distancing cannot be maintained. | | | | | | | | | | | |  | | | | | | |
| Meetings/1-2-1s/training  Limit face-to-face meetings to those that are essential. Ensure these are conducted in large enough areas to maintain 2m distancing; or via electronic means (Microsoft Teams etc.) | | | | | | | | | | | |  | | | | | | |
| Offices / IT suites etc.  Workstations acceptable distance apart (2m) / alternate workstations occupied;  Business Computers to be regularly cleaned or Keyboards and Mice removed if not possible. | | | | | | | | | | | |  | | | | | | |
| Corridors  Minimise transitions as far as possible to ensure brief contact.  Implement one-way system (where possible e.g. multiple routes / stairs)  Avoiding multiple groups queuing in same-shared areas/ narrow corridors etc. | | | | | | | | | | | |  | | | | | | |
| Changing rooms  Limitation of numbers introduce staggered use to reduce congestion and contact at all times.  Introduce enhanced cleaning of all facilities throughout the day and at the end of each day.  Provide suitable and sufficient rubbish bins in these areas with regular removal and disposal. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Toilets  Pupils to be encouraged to use closest toilet to class | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Break / Playgrounds  Avoid any group activities that require pupils to be in close physical contact with each other.  Limit numbers zone areas. Increased supervision to aid enforcement of social distancing as far as is reasonable.  Reduce use of outdoor equipment, ensure it is cleaned between groups of children people using it, and that multiple groups do not use it simultaneously. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| **Direct transmission of coronavirus in the school environment through person-to-person contact/ coughing etc.**    **organisational arrangements - timetabling**  **Access to & egress from site**  Staff, Students / pupils / wider contacts  Spread of COVID 19 | | | | Decide the organisational structures needed to limit risks and limit movement around the building(s) eg staggered starts and break times, lunch queues, use of communal staff areas. Agree how safety measures and messages will be implemented and displayed around school.  Schedule handwashing times for all pupils and staff to ensure this occurs on arrival, before departure, when coming in from break, before and after eating. Before using a toilet and after hands should be sanitised. Hands should also be washed after going to the toilet. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Clearly communicate to parents/ carers the arrangements for before and after school, and request them to maintain social distancing of 2m while in public. | | | | | | | | | | | |  | | | | | | |
| Do not hold any event or activity where large groups will be required to mix. Determine whether interventions are essential, and ensure delivery in line with social distancing guidelines.  Suspend hiring and lettings.  Afterschool clubs suspend. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Ensure all arrangements are clearly communicated to staff, parents/ carers and pupils. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Monitor site access points to facilitate social distancing by SLT or Janitorial staff  Discourage parents picking up their children in the car parking area or gathering at the School gates. | | | | | | | | | | | |  | | | | | | |
| Visitors  Only essential visitors are allowed onto the school site.  Ensure all visitors / building users are aware of expectations. They must follow social distancing, hand washing / use of sanitiser on entry and adhere to any restrictions on accessing parts of the building stipulated by the school.  Signage in reception regarding good hygiene. | | | | | | | | | | | |  | | | | | | |
| Staff  On arrival, all staff are also required to wash hands using nearest available toilet or use the sanitiser provided in reception / staff room. All staff must sign in and out. | | | | | | | | | | | |  | | | | | | |
| **Indirect transmission of coronavirus through surface contamination**  Personal hygiene | | | | framework requirement:  Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment). | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Actions (hygiene)  Ensure adequate supplies of soap, paper hand towels and hand sanitiser, with stock monitoring and re-ordering procedures set up.  Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal.  Ensure proper handwashing and hand sanitiser technique are prominently displayed at all stations, as directed by NHS guidance.  Site staff to regularly clean the hand washing facilities.  Alcohol hand sanitiser provided at reception / entrance/exit and should be used by all persons when entering/leaving if have not washed hands on entry.  Tissues/wipes will be provided for classrooms. Staff to replenish as needed.  Ensure bins are provided for tissues in every classroom.  Ensure catch it, bin it, kill it message is displayed, discussed and understood in each class.  Staff / students to use tissues when coughing or sneezing and then place the used tissue in the bin before washing hands. | | | | | | | | | | | |  | | | | | | |
| **Cleaning**  Staff, Students / pupils / wider contacts  Spread of COVID 19 | | | | Follow revised framework for A&BC Cleaning Service Risk assessments  Clarify with A&BC Cleaning Service what an enhanced cleaning schedule looks like and how it will be implemented in the school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| Actions (cleaning)  A cleaning schedule will be implemented throughout the site by A&BC Cleaning Services ensuring that frequent contact points, e.g. door handles, taps, flush handles, toilet door handles, bannisters, etc. are all thoroughly cleaned and disinfected regularly.  Cleaning protocol In line with advice the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  Manufacturer’s instructions for dilution, application, PPE and contact times for all detergents and disinfectants to be followed | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| When cleaning a contaminated area  Cleaning staff to:   * Wear disposable gloves and apron * Wash their hands with soap and water once they remove their gloves and apron * Fluid resistant surgical mask if splashing likely * Hands should be washed with soap and water for 20 seconds and dried thoroughly, after all PPE has been removed.   Any mop heads and cloths must also be double bagged and disposed of in the same way as single use items.  Hand towels and hand wash are to be checked and replaced as needed by site / cleaning staff.  Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc.  Only cleaning products supplied by the school / contract cleaners are to be used.  School to obtain the risk assessment for all cleaning for assurance on social distancing and their methods for cleaning the school site each day in particular to the cleaning required for door handles and taps etc. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| **Contact points**  **Equipment use, printers, workstations, apparatus, machinery etc.**  Staff,  Students / pupils / wider contacts    Spread of COVID 19 | | | | Further consideration to be given to the teaching of curriculum in practical subjects and how this can be amended to ensure minimum contact with equipment. Any equipment used to be properly cleaned after use.  For secondary [science](http://science.cleapss.org.uk/Resource-Info/GL343-Guide-to-doing-practical-work-in-a-partially-reopened-school-Science.aspx) and technical also consider national advice  for suggested considerations in undertaking practical work in a  partially open school  All shared resources to be cleaned after use (including computers, PE equipment etc.). Build into end of lesson activity routines.  Schools to ensure wipes are available in all IT rooms and teacher to ensure students wipe down after use. If student is too young then arrangements for staff to clean.  Try to avoid working with paper/other materials that are shared in a way that may aid transmission, i.e. consideration to be given to marking work (done electronically), photocopying, etc. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |
| **Canteen use / lunchtimes**  Staff, Students / pupils / wider contacts  Spread of COVID 19 | | | | Framework requirements:  Work with your catering team to ensure meals are available for all children in school. | | | | | | | | | | | |  | |  | |  | |  | | | | | | |  |  |  |

# Appendix 2 – School Sanitation Measures

## Cleaning Schedule and Standards - Schools

All cleaning activites are carried out in accordance with Health Protection Scotland guidance[[2]](#footnote-2).

Routine cleaning of all shared areas will be carried out by cleaning staff out of hours and are subject to available cleaning resource. These areas are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Area | Daily | Weekly | |
| Foyer/Office Entrance | * Clean interior glass e.g. door panel * Damp wipe all desks that have been fully cleared * Damp wipe door handles, light switches, finger plates and sanitiser stations | * Vacuum * Full mop hard floors | |
| Technical or Specialist Classroom | * Damp wipe all desks/work surfaces that have been fully cleared * Spot brush floor * Damp wipe door handles, light switches, finger plates * Empty Bin | * Full sweep * Full mop hard floors * Spray clean any mirrored surfaces | |
| Standard Classroom | * Damp wipe all desks that have been fully cleared * Damp wipe chair backs * Spot vacuum if required * Damp wipe door handles, light switches, finger plates * Empty bin | * Vacuum | |
| Stairways | * Spot vacuum/spot mop * Damp wipe door handles, hand rails, light switches, finger plates, banisters | * Vacuum/full mop | |
| Home Economics Classroom | * Damp wipe all desks/work surfaces that have been fully cleared * Wipe down kitchen equipment exteriors only (not cooker tops, ovens, grills, etc.) * Spot brush floor * Spot mop floor * Damp wipe door handles, light switches, finger plates * Empty Bin | * Full sweep * Full mop hard floors | |
| Gym Halls | * Spot sweep * Spot mop * Damp wipe door handles, light switches, finger plates | * Full sweep * Full mop * Scrub floor | |
| Dining Hall | * Full sweep * Full mop * Damp wipe door handles, light switches, finger plates | * Scrub/Polish floor | |
| Assembly Hall | * Spot sweep * Spot mop * Damp wipe door handles, light switches, finger plates | * Full sweep * Full mop * Scrub/Polish floor | |
| Shower Rooms/changing rooms | * Damp wipe all surrounding wall/tile areas using appropriate cleaning agent * Rinse thoroughly * Damp wipe door handles, light switches, finger plates, bannisters and frequently touched surfaces * Full mop floors * Empty and damp wipe bins | * Remove shower head and clean, replace and run shower to rinse thoroughly | |
| Toilets | * Flush all toilets * Damp wipe all sinks and surrounding areas using appropriate cleaning agent, paying particular attention to the base of taps and the drains. Rinse thoroughly * Damp wipe all dispensers paying particular attention to underneath * Damp wipe all surrounding walls/tiles, door handles, light switches, finger plates, toilet flush, door locks and all touch surfaces * Scrub all toilet bowl interiors with the use of a toilet brush and flush * Damp wipe interior and exterior of toilet seat and lid * Damp wipe exterior of toilet bowl including pipework to rear * Full mop floors * Empty and damp wipe bins | * Damp wipe surrounding walls of cubicles including doors | |
| Lift | * Damp wipe and polish lift inside and out * Damp wipe buttons and touch surfaces | * Spot mop flooring | |
| Offices/staff rooms | * Damp wipe door handles, light switches, finger plates, bannisters and frequently touched surfaces * Damp wipe desks/tables that are fully cleared | * Full vacuum | |
| Kitchens/Sink facilities within offices | * If clear scrub sink and surrounding draining areas and work surfaces, door handles with the use of a scrubber and appropriate cleaning agent, paying particular attention to the base of taps and the drain. Rinse thoroughly * Damp wipe all dispensers paying particular attention to underneath * Damp wipe bin exterior * Damp wipe door handles, light switches, finger plates, bannisters and frequently touched surfaces * Full brush and mop |  |

Staff responsibilities

School staff are responsible for cleaning the following:

* Own desk, chair and filing cabinets
* All telephones and IT equipment
* Any personal belongings
* Work vehicles and pool cars
* Crockery and cutlery

What if someone becomes unwell at work?

Should a member of staff or student become unwell at school the immediate area e.g. the classroom/office they work in should be closed off until cleaning can be arranged. There is no requirement for additional cleaning of other areas such as corridors or hallways.

Colleagues should contact the Catering and Cleaning Admin Team as soon as possible on **01546 604799** to report the location. A cleaning team will be deployed as soon as possible to clean and sanitise the area prior to its reuse. Please note that this cleaning may be undertaken out of hours. All cleaning to reinstate the area will be undertaken in line with Health Protection Scotland advice.

Notes for Cleaning Staff:

* Correct colour coding must be used at all times
* Damp wipe with appropriate disinfectant chemical as advised by the Catering and Cleaning Co-Ordinator
* Correct protective clothing and equipment must be used at all times, including disposable gloves
* All machinery should be checked daily for safety at the start of your shift, and faults should be reported
* All machinery should be emptied and cleaned daily, at the end of the shift
* Correct chemicals must be dispensed to the correct dilutions and used only in the correct areas
* All cleaning must be carried out as advised by your Catering and Cleaning Co-Ordinator

When cleaning an area where someone has been suspected of having Coronavirus, all cloths and mop heads must be placed in waste bags, sealed and then placed inside another waste bag. All equipment must be thoroughly cleaned, and the cloths used to carry out this clean must also be placed inside the waste bags for disposal. When complete, the double-bagged waste must be stored in a secure cleaning cupboard for 72 hours before being placed in an outside bin for collection.

# Appendix 3 - Related guidance/links

* + [Coronavirus Act 2020](http://www.legislation.gov.uk/ukpga/2020/7/schedule/16/part/2/enacted)
  + [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)
  + [Education (Scotland) Act 1980](https://www.legislation.gov.uk/ukpga/1980/44/contents)
  + Health Protection Scotland [COVID-19 workforce education information and resources](https://www.hps.scot.nhs.uk/a-to-z-of-topics/covid-19/workforce-educational-resources/)
  + Health Protection Scotland [information and guidance for social or community care and residential facilities](https://www.hps.scot.nhs.uk/web-resources-container/covid-19-information-and-guidance-for-social-community-and-residential-care-settings/)
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