

Clackmannanshire Education Service

Scottish Government Guidance on the re-opening of schools and ELC settings *(Considerations and Further Support)*

August 2020





Clackmannanshire
Council


www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

Section A: Key Scientific and Public Health Advice	Areas to consider/Questions to reflect on	Further Guidance/Support (Will be accessible via the Guidance Website on 6.8.20)
1 Risk Assessments	<p>A1.1 All risk assessments should be reviewed regularly and as circumstances change.</p> <p>A1.2 All aspects of the return to school should be considered, including transport to and from school.</p> <p>A1.3 Specific risk assessments should be completed regarding school cleaning and the use of school kitchens, including those used for home economics.</p> <p>A1.4 Schools should communicate with all school staff, children, young people and parents/carers regarding health and safety.</p>	Coronavirus (COVID-19): guidance on re-opening school age childcare services
2 Personal Hygiene	<p>All children, young people and staff should;</p> <p>A2.1 frequently wash/sanitise hands for 20 seconds and dry thoroughly and always when entering/leaving the building, before/after eating and after using the toilet.</p> <p>A2.2 avoid touching their faces including mouth, eyes and nose.</p> <p>A2.3 use a tissue or elbow to cough or sneeze, and use bins that are emptied regularly for tissue waste.</p> <p>A2.4 Schools should identify opportunities to reinforce for all children, young people and staff the importance of COVID-secure hygiene measures.</p> <p>A2.5 Signage should be applied appropriately, including in toilets.</p> <p>A2.6 Adequate facilities should be available for hand hygiene.</p> <p>A2.7 School uniforms/clothing and staff clothing should be washed/cleaned as normal.</p>	<p>Enhanced hand hygiene</p> <p>Enhanced hand hygiene video</p>
3 Enhanced Cleaning	<p>A3.1 Need for legionella/water testing for sites left dormant.</p> <p>A3.2 Regular (at least twice daily) cleaning of commonly touched objects and surfaces (e.g. desks, handles, dining tables, shared technology surfaces etc.)</p> <p>A3.3 Availability and emptying of bins.</p> <p>A3.4 Rigorous toilet cleaning.</p> <p>A3.5 Sensory equipment/toy cleaning.</p> <p>A3.6 Discourage items brought from home that are not necessary.</p> <p>A3.7 Bags/equip on floor wherever possible.</p> <p>A3.8 Designated desks for kids/staff where possible.</p>	<p>Cleaning practices</p> <p>Infection Prevention and Control in Childcare Settings</p>
4 Ventilation	<p>A4.1 Increase ventilation to maximise the amount of fresh air in the building.</p> <p>A4.2 Open windows and doors - opening doors also avoids the need to frequently touch door handles.</p> <p>A4.3 DO NOT prop open fire doors as they must stay closed for safety reasons.</p> <p>A4.4 Check any air conditioning units and adjust to full fresh air if possible. Change any filters taking enhanced precautions.</p>	<p>Cleaning practices</p>

Section B: Considerations for Vulnerable Groups	Areas to consider/Questions to reflect on	Further Guidance/Support
1 ASN	<p>B1.1 For children and young people with additional support needs, schools and local authorities should consider the individual needs of children and young people in planning for their return to school, recognising that for some children and young people, access to their usual learning support will not have been possible during lockdown.</p> <p>B1.2 Consideration of impact of face masks on young people with ASN.</p>	 <p>ASN Guidance</p> <p>ASN Transitions and COVID 19</p>
2 Clinically vulnerable	<p>B2.1 Risk Assessment needed for pregnant and clinically vulnerable.</p> <p>B2.2 Shielding staff and pupils expected to return in the main.</p>	<p>Advice for people with specific medical conditions</p>
3 Anxious children, young people and staff	<p>B3.1 Recognition of mental health issues and anxiety prevalence.</p>	 <p>Trauma Recovery Plan</p> <p>ASN Transitions and COVID 19</p>
4 Minority ethnic children and staff	<p>B4.1 Some evidence of greater vulnerability for BAME and staff can be referred to Occupational Health for any further advice needed.</p>	<p>Support for Minority Ethnic children, young people and staff</p> <p>Guidance on individual risk assessment for the workplace</p> <p>At all times, managers should be aware of their statutory requirements within the Equality Act (2010) and ensure that all minority ethnic children, young people and adults are involved in any decisions regarding additional protections.</p>

Section C: Infection Prevention and Control	Areas to consider/Questions to reflect on	Further Guidance/Support
<p>1</p> <p>Physical distancing between children</p>	<p>C1.1 Primary and ELC – NO social distancing necessary.</p> <p>C1.2 Secondary – NO social distancing but evidence in older groups is less clear therefore this should be encouraged as much as possible. Ideas to consider;</p> <ul style="list-style-type: none"> • blocks of BGE in secondary to minimise pupil movement • senior phase away from BGE • up to date class lists in secondary essential – how much could tutor groupings be facilitated • staff move to groups where this is possible <p>C1.3 Avoid any large groups.</p> <p>C1.4 Reduce movement where possible.</p> <p>C1.5 No physical greetings.</p> <p>C1.6 No assemblies.</p> <p>C1.7 Consider staggering lunches and breaks.</p> <p>C1.8 Consider one way systems - corridors are low risk as per previous. guidance but good practice to be encouraged.</p> <p>C1.9 Settings should develop ways to support children to access toilets safely.</p>	<p>Limiting children’s contacts</p> <p>Early learning, childcare and out of school care services: design guidance</p>
<p>2</p> <p>Physical distancing between adults</p>	<p>C2.1 2m between adults and pupils where practicable and 2m adult to adult.</p> <p>C2.2 Where distancing cannot be achieved, face masks should be used.</p> <p>C2.3 Recognise that distancing between adults and young people in P1/2 and ASN may not be achievable, refer to ELC guidance in such cases.</p> <p>C2.4 No other staff to attend schools where possible, e.g. peripatetic staff/ speakers, visitors.</p> <p>C2.5 Minimise movement of supply staff and NCCT staff in primary schools.</p> <p>C2.6 Consider layouts of staffrooms to support social distancing.</p> <p>C2.7 Avoid staff meetings/CAT sessions in large numbers to support social distancing.</p>	<p>Physical distancing between adults in the setting</p>

Section C: Infection Prevention and Control	Areas to consider/Questions to reflect on	Further Guidance/Support
3 PPE/Face Masks	<p>C3.1 Not widely needed</p> <p>C3.2 Must be available and linked to Risk Assessment/First aid needs etc</p> <p>C3.3 PPE should only be required for suspected COVID, intimate care and face masks where distancing cannot be achieved</p> <p>C3.4 Not needed for pupils, but they are welcome to wear</p> <p>C3.5 Needed for adults where 2m is not practicable, but all welcome to wear</p> <p>C3.6 Consider the implications of using with hearing impaired, EAL, ASN pupils</p>	<p>Personal protective equipment (PPE)</p> <p>Personal protective equipment (PPE) at work (A brief guide)</p>  <p>ASN Guidance</p> <p>ASN Transitions and COVID 19</p> <p>COVID-19: guidance for first responders</p>
4 Responding to COVID symptoms	<p>C4.1 Teachers and other staff will be treated as Cat 3 keyworkers and as such entitled to expedited testing via employer.</p> <p>C4.2 Duty to inform of any symptoms – pupils/ staff/ parents.</p> <p>C4.3 Good practice to identify a seclusion area for any suspected COVID case to be isolated pre-pick up.</p> <p>C4.4 Suspected cases must not use public transport.</p> <p>C4.5 Schools must retain accurate records of attendance/ absence and use the new SEEMIS codes.</p>	<p>When a child or staff member displays symptoms</p> <p>What to do if someone is symptomatic</p>
5 Test and Protect	<p>C5.1 Ensure all staff are familiar with the ‘Test and Protect’ Guidance.</p>	<p>Coronavirus (COVID-19): Test and Protect</p>
6 Outbreak Response Management	<p>C6.1 2 or more CONFIRMED cases in 2 weeks is an outbreak by definition.</p> <p>C6.2 Health Protection Team (HPT) will work directly with schools and Local Authority to support with any outbreak and all are expected to comply fully with instructions and advice given.</p>	<p>Outbreak Management</p> <p>Health Protection Team contacts</p> <p>Forth Valley 01786 457283 (Ask for CPHM) 01786 566000 (Ask for CPHM)</p>

Section D: School Operations	Areas to consider/Questions to reflect on	Further Guidance/Support
1 Promoting attendance and reducing absence	<p>D1.1 Promote good attendance using effective relationships and good communications.</p> <p>D1.2 Alert to National Parent Forum of Scotland Guidance for families around attendance.</p> <p>D1.3 Do not apply attendance sanctions unless totally necessary.</p> <p>D1.4 Use new codes within SEEMiS to support the recording and monitoring of attendance and absence, including specific codes relating to COVID-19.</p>	Back to School Guidance: A Guide for Parents and Carers
2 Hours of opening	<p>D2.1 Schools need effective communication with parents/carers on this.</p> <p>D2.2 Parents should not enter building when dropping off pupils unless required.</p> <p>D2.3 Consider staggered start/finish times (as long as this does not reduce the overall amount of learning time in school) and as many access points open to school as possible.</p> <p>D2.4 Consider where children and young people go when they arrive at school.</p> <p>D2.5 Signs outside of school reinforcing 2m distance for parents.</p> <p>D2.6 Try to avoid cars parking at the school and maximise opportunities for Active Travel.</p> <p>D2.7 Consider ASN/ disabled pupil arrival/ bus arrival.</p>	
3 Outdoor spaces	<p>D3.1 Staff should consider how to safely maximise the use of outdoor spaces.</p> <p>D3.2 Development of Outdoor Learning as enhancement to curriculum for wellbeing and space.</p> <p>D3.3 Staff should plan for children to enjoy active outdoor energetic play.</p> <p>D3.4 Settings should aim to ensure that multiple groups of children do not use outdoor equipment simultaneously- consider appropriate cleaning between groups of children using it.</p> <p>D3.5 Refer to guidance on Outdoor Learning and sport.</p>	My World Outdoors Outdoor Learning Directory
4 Practical activities	<p>D4.1 Considerations may be needed to adapt approaches to enable learners to carry out practical activities in a safe way – SSERC has provided guidance on carrying out practical work in Sciences and Technologies.</p>	Guidance on carrying out practical work in Sciences and Technologies Guidance on safe practice in home economics will be available in the autumn term

Section D: School Operations	Areas to consider/Questions to reflect on	Further Guidance/Support
5 PE, Physical Activity and Sport	<p>D5.1 Develop/create opportunities for children and young people to participate in physical activity and sport to enhance mental and physical wellbeing.</p> <p>D5.2 Guidance on organised outdoor sport for children and young people should be considered when planning and preparing for physical activity and sport.</p>	<p>Plan to deliver primary PE outdoors from 12th August '20 in one place.</p> <p>Guidance on safe practice in physical education will be available from Education Scotland on Wednesday 5th August '20 in time for the return to school in August</p> <p><u>Sportscotland Phase 3 Return to Sport & Physical Activity; Guidance</u></p> <p>Phased approach to introduce outdoor sport in schools – no competitions.</p>
6 Music/Singing	<p>D6.1 Singing, talking at volume or playing wind/brass musical instruments should be avoided during the initial return to schools.</p>	
7 SQA	<p>D7.1 Further details will be provided separately before schools return on 11 August, regarding the approach for the assessment of national qualifications for the 2020/21 session.</p>	<p>Guidance on the approach for the assessment of national qualifications for the 20/21 session will be available in time for the return to school in August.</p>


Section D: School Operations	Areas to consider/Questions to reflect on	Further Guidance/Support
<p>8 Before/After School Clubs</p>	<p>D8.1 Before/After School Clubs can be conducted subject to following the guidance and carrying out all necessary risk assessments.</p> <p>D8.2 Schools should consider the need for out of hours cleaning when scheduling activities.</p>	<p><u>Sportscotland Phase 3 Return to Sport & Physical Activity; Guidance</u></p> <p><u>Sportscotland Phase 3 Coaching Guidance</u></p> <p>Phased approach to delivering lunchtime outdoor sport/physical activities first.</p>
<p>9 Fire Drill</p>	<p>D9.1 Consider fire muster points to ensure social distancing if whole school needs evacuated.</p>	


Section E: Meals Provision	Areas to consider/Questions to reflect on	Further Guidance/Support
<p>1 Meals Provision</p>	<p>E1.1 Free School Meals should still be provided for pupils and universal P1-3 offer stands.</p>	<p>ELC Settings</p> <ul style="list-style-type: none"> • Packed Lunches <p>Primary Establishments</p> <ul style="list-style-type: none"> • The presumption is that where possible Breakfast Clubs will be provided in Primary schools. Where there are difficulties/barriers to providing a Breakfast Club these should be discussed with Catering and H&S colleagues to find solutions. Decisions and arrangements will be made at a local level. • Packed lunches provided for those eligible for free school meals including P1-3. • All other children should bring a packed lunch. We would discourage children from going home at lunch due to the staggered nature of lunch times. • Lunch bags/boxes should be washable or disposable. These should be kept with the child and taken home every day to be washed. <p>Secondary Establishments</p> <ul style="list-style-type: none"> • Grab bag/packed lunch provision for those eligible for free school meals. These arrangements will be in place for the first two weeks at least. • Pupils should comply with individual establishment's decisions regarding leaving the school grounds at lunchtime. If pupils choose to

		<p>leave the school grounds it should be noted that it is at their own risk and they should adhere to all public health advice, e.g. face masks in shops.</p> <p>The aim is to return to a full hot meal service in all establishments as soon as it is safe to do so.</p>
--	--	--


Section F: Transport	Areas to consider/Questions to reflect on	Further Guidance/Support
1 Active Travel	<p>F1.1 Encourage active travel where possible.</p>	<p>Guidance on how to remain safe when walking, cycling and travelling in vehicles or on public transport during the coronavirus outbreak.</p> <p>https://www.sustrans.org.uk/for-professionals/education</p> <p>https://www.cycling.scot/the-nations-cycling-organisation</p>
2 Dedicated School Transport	<p>F2.1 No distancing required on school transport, but encourage where practicable.</p> <p>F2.2 Helpful for pupils to use same seat where possible.</p> <p>F2.3 MUST be access to sanitiser on public and school transport for pupils.</p> <p>F2.4 Effective comms of the transport protocols/practices.</p> <p>F2.5 Consider options to minimise the number of staff, children and young people travelling at peak times, e.g. through staggering start and finish times</p> <p>F2.6 Enhanced bus cleaning regimen needed.</p> <p>F2.7 Keep families together where possible on transport.</p> <p>F2.8 No food or drink on transport.</p> <p>F2.9 Open windows on buses.</p> <p>F2.10 Masks for those accompanying ASN pupils.</p> <p>F2.11 Encourage staff, children and young people to wash/sanitise hands before and after travelling.</p>	<p>Guidance on how to remain safe when walking, cycling and travelling in vehicles or on public transport during the coronavirus outbreak.</p>

<p>3 Public Transport</p>	<p>F3.1 Passengers over the age of five must wear a face covering unless they have a condition for which a face covering would be inappropriate F3.2 Encourage staff, children and young people to wash/sanitise hands before and after travelling. F3.3 Dedicated pupil zones on public transport?</p>	<p>Guidance on how to remain safe when walking, cycling and travelling in vehicles or on public transport during the coronavirus outbreak.</p>
<p>4 Taxis</p>	<p>F4.1 Passengers over the age of five must wear a face covering unless they have a condition for which a face covering would be inappropriate.</p>	<p>Guidance on how to remain safe when walking, cycling and travelling in vehicles or on public transport during the coronavirus outbreak.</p>

<p>Section E: Health and WellBeing of Children, Young People and Staff</p>	<p>Areas to consider/Questions to reflect on</p>	<p>Further Guidance/Support</p>
<p>1 Mental and emotional wellbeing</p>	<p>E1.1 The wellbeing of all children, young people and staff should be the central focus when preparing for the reopening of schools. E1.2 Reminder of GIRFEC as anchor E1.3 Children and young people may need additional time and support to re-adjust to the school environment. E1.4 Support for staff’s mental health and wellbeing is essential both for them and for the social and emotional wellbeing of their children and young people. E1.5 Recognise that children, young people and staff may be affected by trauma and adversity, and to be capable of responding in ways that prevent further harm and which support recovery. E1.6 Formal and informal education settings, e.g., youth work and CLD professionals should be prepared to prioritise support for the mental health and wellbeing of children, young people and staff.</p>	<p>Guidance on <u>support for continuity of learning</u> and <u>Curriculum for Excellence in the Recovery Phase</u> both reinforce the importance of wellbeing as a critical focus in recovery.</p> <p>The <u>National Trauma Training framework and plan</u> are designed to support the development of a trauma-informed workforce and may have relevance to school plans.</p>  <p>Education Guidance and Planning Tool for Establishments Ongoing Supports and Monitoring for when Educational Establishments Return after COVID-19.</p>

<p>2 Relationships and social wellbeing</p>	<p>E2.1 Maximise opportunities for communications and dialogue with children, young people and their families to continue building relationships and resilience.</p>	
<p>3 Physical wellbeing</p>	<p>E3.1 Consider opportunities for learners to be physically active.</p>	<p>My World Outdoors</p> <p>Outdoor Learning Directory</p>  <p>Outdoor Learning Guidance</p>

<p>Section E: Health and WellBeing of Children, Young People and Staff</p>	<p>Areas to consider/Questions to reflect on</p>	<p>Further Guidance/Support</p>
<p>4 Play for all learners</p>	<p>E4.1 Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.</p>	<p>https://www.playscotland.org/</p> <p>Supporting Wellbeing Through Play https://www.playscotland.org/resources/print/PS0019-Play-Well-pack-2020.pdf?plsctml_id=20059</p> <p>Play Activities from Early Years Scotland https://www.playscotland.org/resources/print/Play-activities-from-Early-Years.pdf?plsctml_id=19548</p> <p>Supporting children and families to play and learn at home https://www.playscotland.org/resources/print/Play-Scotland-Home-Play-Pack-for-Parents-16pp-Web-1.pdf?plsctml_id=18283</p> <p>Space for Play https://vimeo.com/427352552</p>

Section E: Health and WellBeing of Children, Young People and Staff	Areas to consider/Questions to reflect on	Further Guidance/Support
5 Outdoor learning	E5.1 Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.	 Outdoor Learning Guidance
6 MCR Pathways		Further Guidance due soon