



COVID-19 Perth and Kinross Local Phasing Delivery Plan

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Version	Date	Comment
4.0	18 June 2020	Internally approved
4.1	19 June 2020	Update on wording following feedback



Introduction

Since the closure of all schools early learning and childcare (ELC) settings and on 20 March 2020, learning for children and young people has continued from home. In Perth and Kinross (PKC), school staff have worked tirelessly to develop and improve the ways in which this has been delivered, to ensure that parents and carers are able to support learning, and that children and young people have learning which is adapted to suit their needs. In addition, over the period of lockdown, critical childcare for keyworkers and vulnerable children has been provided seven days a week and over holiday periods

On 21 May 2020, Scottish Government published the document “Coronavirus (COVID-19): framework for decision-making – Scotland’s route map through and out of the crisis”. The route map gave an indication of the order in which the current restrictions would be lifted once it was deemed safe to do so. “Excellence and Equity During the COVID-19 Pandemic – A strategic framework for reopening schools, early learning and childcare provision in Scotland” was published on the same date and on 28 May “Coronavirus (COVID-19): re-opening schools guidance” was published.

These documents have provided guidance for local authorities to plan more detail for a phased return to schools and ELC. The national framework has been jointly developed by the Scottish Government, Local Government and key partners across the education system. It has been agreed that this framework should be used to support the development of local phasing delivery plans.

This Local Phasing Delivery Plan must set out a level of operational detail and translate the expectations of the national framework. The

plan was developed through engagement with key stakeholders, including school and establishment leaders, professional associations and parent representatives.

The Scottish Government has asked for all Local Phasing Delivery Plans to be shared with Education Scotland (HMIE) by 24 June 2020. HMIE will then carry out a review of the plans and provide feedback to each local authority.

This is in addition to the previously agreed planned peer review process across the Tayside Regional Improvement Collaborative and the Senior Regional Advisor from Education Scotland.

Education and Children’s Services (ECS) has developed a high-level plan with accompanying operational guidance (Appendix A) which mirrors the national route map. It is recognised that the timescales and progression through each phase is wholly dependent on the latest Scottish Government advice.

The creation of this Local Phasing Delivery Plan will develop and evolve and is an iterative process between ECS, school management, Professional Associations, colleagues from the Tayside Regional Improvement Collaborative, Tayside Contracts and Mitie. Communication with parents and carers has also informed the plan to this stage of its development.

In addition to this plan, a range of guidance has also been provided to schools during the time that schools have been closed. A summary of both national and ECS guidance is detailed in Appendix 2 of the plan.



The Current Position

Delivery of Critical Childcare

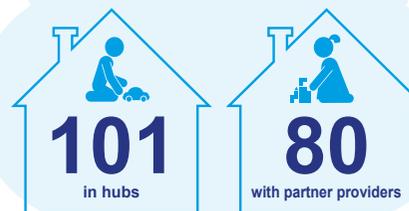
Perth and Kinross Model of Delivery of Learning and Childcare Provision

In line with Scottish Government guidelines, ECS asked partner providers and childminders to support the delivery of childcare. Currently six partner providers, and eighteen childminders are working with families to deliver critical childcare. The decision was made to place younger children and family groups together where possible with partner providers, and children who would benefit most from a home setting with childminders. Six local authority Children's Activity Centres (CACs) were also set up to provide learning and childcare, along with two specialist provisions who remained open for some of their pupils who were assessed as requiring that support.

In PKC, the Children's Activity Centres were initially open seven days a week and over the holiday period. The need for weekend provision has now reduced, and this will not be operating over the summer holidays. The average attendance has increased during the period of closure and the numbers of approved key workers and vulnerable pupils grew. However, weekend attendance has always been extremely low. By early June, average attendance was between 240 – 290 children per day, with approximately 500 children accessing childcare in total.

Children attending Childcare Hubs and Providers Overall from 1 April to date

Average of 27 children with childminders every day



Of those children

81%



As those of key workers

19%



19% are vulnerable



The Current Position

Learning at Home

Most children and young people have been accessing their learning at home, through a variety of paper based resources and online and digital means. A significant effort was made to identify those families for whom digital access to learning was hampered by a lack of either internet connection or devices. Over 350 devices on mobile internet packages were supplied to families, ensuring that all children and young people were able to make best use of the digital and online learning plans in place. Many other iPads and laptops were supplied to families who were experiencing challenges with the demands on the number of devices in the household but had sufficient internet access.

Schools have taken varied approaches to online learning for pupils to allow them to engage in meaningful ways. This has been supported by the **PKC Remote Learning Hub**  which provides resources, advice and support to parents, staff and pupils. All pupils access Glow or other online tools to access learning and feedback delivered by teachers. Staff monitor pupil engagement on a regular basis and provide support where required.



The Current Position

Support for Vulnerable Children and Young People and with Additional Support Needs (ASN)

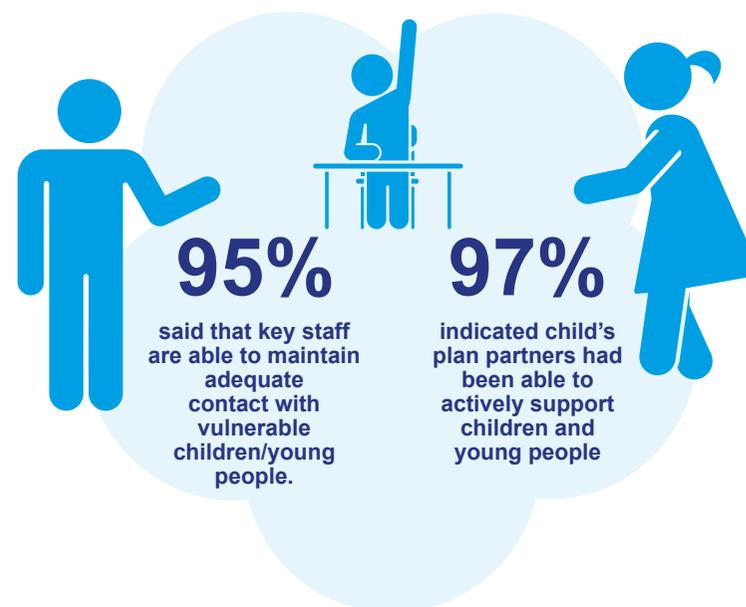
From the outset of lockdown, provision has been made for children and young people who were assessed by headteachers and social work colleagues as vulnerable. This has been provided through attendance at Children's Activity Centres, partner providers, childminders, specialist provisions, and through the direct support from social work colleagues and other community supports. The GIRFEC (Getting it Right for Every Child) practice model has continued to ensure that Child's Planning processes has involved parents and partners, and plans have been reviewed to meet needs.

Review

As well as presenting operational challenges, the closure of schools due to Coronavirus has allowed innovation, creativity and development of new ways of delivering effective learning and teaching.

It is recognised that, as the plan for the reopening of schools develops, it is important to review and evaluate these new and innovative practices, particularly around the development of online learning and the use of digital technologies for both pupils and staff.

Around vulnerability % of schools/establishments



Considerations for the Local Phasing Delivery Plan

Key Principles

Decisions made regarding the opening of schools and ELC provision must comply with the national framework, and be guided by the agreed aims and objectives within the National Improvement Framework, including the shared vision of excellence and equity for education, Curriculum for Excellence, Getting it Right for Every Child and other legal requirements.

The PKC Local Phasing Delivery Plan has adopted the following key principles as set out in the national framework:

- 1 Safe:** *protects the physical, emotional and mental health and wellbeing of children and young people as well as staff.*
- 2 Fair and Ethical:** *ensuring every child has the same opportunity to succeed through the blend of in-school and home learning, with a particular focus on closing the poverty related attainment gap.*
- 3 Ability to prioritise learners at key points and/or with specific needs.**
- 4 Clear:** *Is easy to interpret and understand, and has the confidence of parents, staff and young people so that they can plan ahead.*
- 5 Realistic:** *the options are both viable and effective.*

It is recognised that it is not possible to develop a provision that fully meets all of the above principles, rather that solutions are found to balance these out as much as possible.

Operational Considerations

This plan and accompanying operational guidance take account of the range of information produced by the Scottish Government, Health Protection Scotland and other national organisations to support the phased reopening of schools. It should be viewed as part of the suite of guidance produced by Education and Children's Services to support schools in their planning for children and young people returning to school. Specific guidance developed to support planning in relation to blended learning, additional support for learning, child and staff wellbeing and transitions will continue to evolve.

The priority to ensure that children, staff and our communities remain safe and are protected from COVID-19 is paramount. Aspects of this guidance relating to health and hygiene practices must be adhered to without any deviation. It is also recognised that local circumstances and needs will require local solutions. Headteachers, school staff, children and their families are well placed to consider the local approaches that may be required to ensure schools successfully reopen whilst maintaining a high degree of awareness of the need to protect public health.

Local authorities are working closely with the Scottish Government and schools to ensure that phasing plans for school reopening are in place. This involves working with schools, parents, children and staff to develop local school recovery plans and risk assessments to support reopening. As further national guidance is issued, this plan will evolve and adapt. Plans implemented at school level require a significant level of detailed planning and clear communication with all



Considerations for the Local Phasing Delivery Plan

stakeholders has been part of their development. Effective practice will be shared between schools and local authorities, particularly across the Tayside Regional Improvement Collaborative.

It is recognised that planning for a return to schools is happening in a dynamic and rapidly changing environment, where guidance can be quickly revised. This plan will remain under continuous review to ensure its currency with the latest information available.

Continuation of Critical Childcare

The phasing plan takes account of the need to maintain provision for the children of key workers and identified vulnerable pupils, as is currently the case.

It is planned that existing CACs will continue to operate in their current locations until Tuesday 4 August 2020. Partner providers, 3rd sector partners and childminders will also operate as such until then.

Critical childcare will then be provided in every school where it is possible to do so, or in nearby hubs where space and/or staffing prohibit this taking place in any schools setting. Further detailed work has still to be completed before these are finalised.

Critical childcare will continue to be provided through Partner and Childminders for those children below primary school age.

Communication and Consultation with Staff, Pupils and Parents

Important to forming a plan for re-opening schools is the provision of information and dialogue with staff parents and pupils.

Staff

Regular communication is provided to staff and Professional Associations representatives about planning for return to school, including completion of risk assessments and expectations about attendance. This includes updating information in conjunction with Human Resource colleagues about staff who are shielding or requiring to isolate and how physical distancing and hygiene/infection control measures are being put in place. Prior to any return of staff, school and centre managers have worked in collaboration with staff and Professional Association representatives together to devise and agree risk assessments.

Pupils and Parents

In planning for schools to re-open, it is important that pupils and parents are kept informed about expected dates and other operational considerations such as transport and school meals. Information will also be shared about risk assessments and schools' procedures for physical distancing, hygiene and cleaning routines. In some circumstances, it will be necessary for individual risk assessments to be developed for pupils with health conditions.



Considerations for the Local Phasing Delivery Plan

Health and Safety

Risk Assessments

Every early learning and childcare centre and school will be required to have a COVID-19 risk assessment in place that has been devised and agreed with the participation and involvement of staff and Professional Association representatives. COVID-19 Premises Risk Assessments must be bespoke to the needs of each setting and take account of the impact of COVID-19 on other areas covered by existing risk assessments. They must make specific reference to where COVID-19 measures result in any amendments to practices. This process must be fully completed, communicated and implemented prior to the formal return of staff to the school or centre. A further Risk Assessment is under development for the return of pupils in August 2020.

Access and Use of Personal Protective Equipment (PPE)

The availability and use of PPE in schools and early learning and childcare centres is to be based on the latest national guidance as set out [here](#). [Guidance from Health Protection Scotland](#) states that the regular use of PPE is not required within education and childcare settings whilst undertaking regular and routine functions and duties as other infection control measures are in place. Where situations dictate that physical distancing requirements cannot be maintained or the specific nature of duties presents additional risks, the risk assessment will determine the nature of any PPE required.

Test and Protect

An important measure that is planned into risk assessments and procedures for schools is the ability to respond rapidly to the changing status of the virus, either nationally or locally. That includes being able to quickly close or re-open schools; respond to staff or pupils having to isolate under the government's [Test and Protect programme](#) and for dealing with the buildings needing to become used for other purposes in an emergency. Risk assessments and resilience planning take account of these measures. We are working closely with NHS Tayside to ensure full access to Test and Protect and have confirmation from them that it is available in Perth and Kinross.

NHS Tayside COVID-19 Response Team

Online referral form: [COVID-19 Test & Protect Referral Form](#)

Readiness of ELC/Schools

Buildings must be fully prepared for reopening to staff initially and then to pupils. Plans and protocols have been devised for cleaning routines, health and safety checks, building checks fire safety checks and for the provision of PPE and hygiene supplies. Colleagues from across services are working to make sure that the full Learning Estate is operational and ready to safely receive staff and pupils.



Considerations for the Local Phasing Delivery Plan

Determining Capacity

A critical element of preparation of schools is confirming the operational maxima that can be achieved whilst maintaining physical distancing, initially for staff and then for pupils.

Staff

Considerations about the maximum number of staff able to use any non-teaching spaces will be addressed in risk assessments.

Pupils

We aim to make sure that the provision remains as equitable as possible whilst allowing as many pupils as possible to return safely. Headteachers, with the support of Council officers, will confirm the maximum numbers of pupils in each area of the building. In doing so, reference must be made to the guidance on determining capacity for pupils in the [Scottish Government Guide for Reopening Schools](#).

Transport

In PKC, consideration of the impact of providing home to school transport in a safe and physically distant manner is critical in determining the number of pupils that can attend. Each school is working with the Council's Public Transport Unit and they will liaise with transport operators to determine the operating procedures

and maximum capacity for daily transport in preparation for pupils returning on 11 August 2020. This will include working with and supporting parents to transport pupils wherever possible.

Maximising Attendance - PKC Model of Delivery

Early Learning and Childcare

National guidance was published on 15 June 2020 to support the preparation for the reopening of early learning and childcare settings. ECS are working to develop local guidance which aligns with that, and will further develop the planning required to open all settings safely on 11 August 2020.

Although the COVID-19 Act allowed for the relaxation of the statutory duty to provide 1140 hours of ELC by 1 August, where it is possible to provide this in settings, with some adjustments, an effort will be made to do so .

Most local authority settings will be able to provide an offer of more than 600 hours and close to 1140 hours. This offer may be reduced slightly due to the need for staggered drop off and pick up. A small number of larger settings will be able to offer two days per week per child however should a parent wish to delay starting in a local authority Nursery, then this is possible and a full 1140 hours place could be taken up at a Partner Provider.



Considerations for the Local Phasing Delivery Plan

Primary Schools

In order to provide consistency across the local authority, the majority of primary schools will operate following one of the attendance patterns as set out below:

- **100% Attendance Pattern**

Six small schools will be able to open for all pupils, with the same pattern of attendance, and with all appropriate planning in place to ensure physical distancing.

- **50% Attendance Pattern**

All other primary schools in PKC will follow the attendance pattern of 50% of pupils in school at any one time. This will ensure that all pupils attend in groups on two days per week, either the same two day (for example, Group A on Mondays and Tuesdays, Group B on Thursdays and Fridays, alternatively on a “rolling” week, where Group A attends Thursday, Friday, Monday Tuesday and Group B attends the following Thursday Friday, Monday Tuesday).

With the exception of those pupils attending school on the 100% model, one morning a week can be used to allow individual vulnerable pupils to access additional support from a teacher or a member of support staff. The time may also be used, to schedule meetings with parents or hold Child’s Plan meetings. An afternoon session will enable schools to provide time for staff to collaborate and

prepare for online learning, to meet with parents and partners and to access reduced class contact time(RCCT) thereby reducing the number of adults in contact with pupils, and enabling RCCT teachers to be allocated to a class, or to support direct teaching of groups.

School attendance models will always seek to maximise the amount of teaching time available.

Secondary Schools

Each secondary school has developed bespoke plans for their school. They have taken into consideration their timetabling to maximise learning time for young people. The approach takes into consideration the configuration of the school building, transport and available staffing, and also all current health and safety guidance and advice that relates to COVID-19.

Secondary schools are adopting models that will ensure young people will have in-school experiences at a minimum of 40% over 1 or 2 school weeks. This will include robust and creative approaches to S1 induction and also ensuring senior phase students are appropriately coursed and on track with their learning in certificate courses in the first week from 11 August.

Space constraints and staffing availability may require some schools, by exception and with approval from the education services to implement alternative attendance patterns.



Considerations for the Local Phasing Delivery Plan

Special School, Specialist Provisions and Enhanced Provisions

Specialist and Enhanced provisions within Primary and Secondary schools and Fairview (Special) School have developed additional plans to enable as many of their pupils to access the provisions or school as safely as possible within the space available. Their approaches take account of the individual needs of the children and young people and include any specific actions needed to maintain safety for all. The attendance pattern set for children in Enhanced Provisions may differ from that of the wider school and offer enhanced levels of attendance, staffing and space being available.

Gaelic Medium Education (GME)

Schools that deliver GME will provide an experience that is based upon the principles of the total immersion and immersion phases. Schools will consider the availability of GME staffing, the capacity of the GME learning and teaching areas within school and the immersion principles in determining attendance patterns.

It is recognised that support at home, and for the at-home learning element of blended learning, for GME pupils is a challenge for most families. To support this Education Scotland is developing a resource base supporting learning at home and there is a very useful section with a range of activities and advice for GME and Bòrd na Gàidhlig have also developed an initiative called #cleachdaigantaigh (use it at home) that identifies a range of opportunities for online learning. See links below:

<https://education.gov.scot/improvement/scotland-learns>

www.gaidhlig.scot/bord/news-social

Curriculum and Learning

As well as the many operational considerations, it is important to consider the learning that is to take place in, from and through schools from 11 August 2020. With a variety of different patterns of partial attendance likely for pupils, schools will be adopting a blended learning approach and this will involve a carefully planned balance of direct in-school teaching alongside online learning away from school. With the work already undertaken to develop guidance on approaches to blended learning, PKC schools are well equipped to take forward creative learning approaches in August. This **blended learning guidance** will continue to inform our curriculum delivery in August and will be updated and revised accordingly.

Supporting Learning and Wellbeing

The priority on re-entry to school will be supporting the wellbeing of children, young people and staff, which should take place through a nurturing approach. Each school community will have a unique story in relation to experiences during this time and it will be important that this is explored and reflected within recovery planning.

Key principles for nurturing wellbeing include:

- *Promoting feelings of safety*
- *Recognising loss*
- *Supporting emotional containment*



Considerations for the Local Phasing Delivery Plan

- *Prioritising connectedness and social relationships*
- *Fostering resilience, including identifying opportunities for growth and development*

Many resources and approaches already in use will be supportive to children and young people's wellbeing on re-entry to school. As well as universal principles for nurturing wellbeing, children and young people who would benefit from targeted support should be identified, their needs considered, and plans made.

Not every child or young person will have experienced COVID-19 as a traumatic or anxiety-provoking experience. For those who have been worried, sad and afraid, these feelings are normal and natural. It will be important for children and young people's varied emotions to be acknowledged and held safely by staff. Listening to a child speak about difficult emotions, acknowledging and validating them as legitimate feelings are important steps in building resilience. Creating as much certainty and predictability as possible will support the transition back to school.

Re-engagement with more formal learning should be responsive to the needs of the school community. While children and young people will need time to adjust both to returning to the school environment and also to formal learning, familiar structures and predictable routines can provide a sense of security. Schools should consider what their recovery curriculum will look like, balancing opportunities for play, social and emotional learning activities, and reconnection with a steady return to academic activities.

In respect of the curriculum, prior knowledge should not be assumed, and there should be a process of contextual assessment of the needs of groups as well as individual children and young people. The language of "catching up" should be avoided and children and young people reassured about time lost. The fact that children and young people are re-joining their school learning at different points will be planned for. The rich home learning experiences that many children and young people have had and continue to have should be sensitively shared and for those who have had less rich experiences building wellbeing and resilience will be supported by fostering as much choice and personal agency as possible.

Through the process of contextual assessment, children and young people who may benefit from more intensive support in particular areas, academic as well as social and emotional support, should be identified and interventions planned, working collaboratively with partners where appropriate. The recovery curriculum should continue beyond the initial days in school, in a less intensive way, revisiting and checking out children and young people's feelings and experiences over time, as well as actively building resilience.

The following pages are the outline planning for each of the four phases of recovery as set out by the Scottish Government.



PKC Plan for a Phased Return

Lockdown	Phase 1	Phase 2	Phase 3	Phase 4
<i>Up to 8 June</i>	<i>8 June - 1 July</i>	<i>2 July - 7 August</i>	<i>10 August onwards</i>	<i>Timescale to be confirmed</i>
<p>Risk assessments developed and agreed in partnership with staff and trade unions.</p> <p>Health & Safety measures put in place.</p> <p>HR guidance for staff in relation to health and shielding.</p> <p>Continuation of Critical Childcare.</p> <p>Preparation for opening buildings.</p> <p>Considering basic school day structures.</p> <p>Communication for staff, pupils and parents.</p> <p>Work to commence on determining building capacity and transport impact.</p> <p>Further update to curriculum offers for early years, primary and secondary.</p>	<p>Head Teachers co-ordinate with school staff to plan for return from 8 June. Further guidance to follow for ELC staff.</p> <p>Planning for curriculum in August.</p> <p>Survey of key workers to identify summer demand.</p> <p>Organisation of learning spaces and setting up buildings for return.</p> <p>Transition for new P1 and S1 and enhanced transitions where safe and possible.</p> <p>Continuation of childcare.</p> <p>HR support for staff returning to school.</p> <p>Agree attendance patterns for August and communicate with school community.</p> <p>Begin planning for transport.</p> <p>Complete risk assessments for return of pupils.</p>	<p>Ongoing support for identified vulnerable pupils agreed by professionals.</p> <p>Provision of childcare.</p> <p>Operation of a number of early years provisions across the authority area.</p> <p>Review of risk assessment, building capacity and transport needs in line with government guidelines prior to August opening.</p> <p>Contingency planning to continue should National guidelines on physical distancing change.</p> <p>Continued development of blended learning resources for use on school return.</p>	<p>All school and ELC return 10 August for in-service day. Children and young people begin to return on 11 August.</p> <p>Places at each school will be determined by the building's safe capacity and availability of staff.</p> <p>Childcare will be provided in local schools, or where space is limited, in nearby alternative accommodation for key workers and vulnerable children if required.</p> <p>ELC confirmed following guidance.</p> <p>Attendance patterns implemented.</p> <p>Blended learning for pupils with mix of in-school teaching and home learning.</p> <p>Use of a rotational structure in primaries to manage staff time and maximise pupil contact.</p> <p>Emotional/Wellbeing support for pupils returning to school.</p> <p>Responsive closure plan in place if virus status changes.</p>	<p>Continued development of the primary, secondary and learning curriculum offers.</p> <p>Dependent on virus status and latest scientific and government advice, the operational maxima for schools will be adjusted to allow more to attend.</p> <p>Increasingly regular operation of schools and childcare centres whilst maintaining any required precautions.</p> <p>Maintenance of a responsive closure plan should a school or centre be connected to a virus outbreak.</p> <p>Gradual relaxation of restrictions and additional measures around school transport, cleaning and catering as dictated by government advice.</p>



PKC Plan for a Phased Return

Phase 1 - Staff Return: 8 June - 1 July 2020

The first phase of the return to schools following the COVID-19 closures will be the ability for staff to return to school, which will be carefully managed whilst maintaining two key elements of provision: childcare for key workers and vulnerable pupils and the continuation of high-quality home learning experiences.

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Staff Attendance	Early Years staff will be notified of plans for return. Staff allocated to work in childcare will continue to do so.	Staff will be able to return to school buildings from w/b 8 June. Arrangements will be made to adjust holiday entitlements. A report will be submitted to JNCT to agree the repositioning of the in-service days.		School staff return to schools.
Pupil Attendance	Existing registered children of key workers and vulnerable young children continue to attend childcare. Some nursery children may be invited to attend to allow for transitions.	Existing registered children of key workers and those experiencing vulnerability continue to attend childcare. Some pupil may be invited to attend to facilitate transitions if it's safe to do so. Wearing of uniform is not required.		Children and young people continue to access critical childcare provision. Re-opening of childminding services and fully outdoor nursery provision. Transition support available to pupils starting P1 and S1 where possible.
Critical Childcare	The existing childcare arrangements offering critical childcare will continue to operate until 4 August, there will then be a pause until 11 August until other childcare provisions reopen including childminders. CYP Plans will be reviewed as required.	The existing Children's Activity Centres (CACs) will continue to operate until 4 August. CYP Plans will be reviewed as required.		



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Learning at Home	<p>Early years staff will continue to maintain contact with families and encourage engagement with tasks.</p> <p>As part of home learning, staff will develop transition activities to support pre-school children preparing for P1.</p>	<p>Teachers will continue to deliver home learning.</p> <p>HTs will support staff to balance home learning with commitments to undertake duties at school buildings.</p>		<p>School staff return to schools.</p> <p>Children and young people continue to access critical childcare provision.</p> <p>Re-opening of childminding services and fully outdoor nursery provision.</p>
Transitions	<p>Where it is possible, pupils will be able to attend from week of 15 June to support transition.</p> <p>Where a pupil requires enhanced transition to school, arrangements for doing so will begin, considering safety.</p>	<p>Where it is safe to do so, P1 staff will be able to support nursery transition from the week commencing 15 June.</p> <p>Liaison with associated secondary school to complete any remaining P7 transition activities from 15 June.</p> <p>Where a pupil requires enhanced transition between schools or classes this can be arranged for this period if safe to do so.</p>	<p>Collaborate with associated primaries to share virtual tours and access to staff discussions via digital platforms.</p> <p>Where it is safe to do so, P7 pupils to attend in secondary to complete transition activities from w/b 15 June.</p> <p>Where a pupil requires enhanced transition to secondary or to a post-school destination, it can be considered for this period, if safe to do so.</p>	<p>Transition support available to pupils starting P1 and S1 where possible.</p>



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Support for Children and Young People		Where staff can more effectively deliver online learning by attending at school, they can do so.		School staff return to schools. Children and young people continue to access critical childcare provision.
Health and Safety	Maintain existing cleaning routines in CACs. Ahead of 8 June, arrange regular scheduled cleaning routines in nurseries that have been closed if they are going to be used. Work with staff to complete H&S checks, risk assessments, fire safety, legionella testing etc.	Maintain existing cleaning routines in CACs. Ahead of 8 June, arrange regular scheduled cleaning routines in schools that have been closed. Work with staff to complete H&S checks, risk assessments, fire safety, legionella testing etc.		Re-opening of childminding services and fully outdoor nursery provision. Transition support available to pupils starting P1 and S1 where possible.
Environment/ Infrastructure	Where required and agreed, transport will continue to be provided for children to attend childcare/schools using safe and agreed methods. Meals provided for eligible key workers and vulnerable nursery children attending.	Where required and agreed, transport will continue to be provided for specific pupils to attend childcare schools. Continuation of existing meal provision available at the CACs that are operating.		



PKC Plan for a Phased Return

Phase 2 - Summer: 2 July - 7 August 2020

The second delivery phase involves the maintenance of provision over the summer holiday period for eligible children of key workers and for vulnerable pupils where it is deemed necessary for their wellbeing to attend.

Delivery Theme	Childcare	Other Activities	Scottish Government Phase Guidance for Education and Childcare
Staff Attendance	Staff allocated to work in partner providers or CACs will continue to do so.		Not applicable in these settings
Pupil Attendance	Subject to guidance from Scottish Government and Care Inspectorate, young children eligible for attendance at nurseries and childcare centres that operate over the summer will be able to do so. Parents will be notified regarding eligibility.		
Critical Childcare	Early years settings will continue to offer places, by agreement, for children of key workers and other targeted groups.	3rd sector partners working in conjunction with local authority will provide respite for vulnerable children and young people over the holiday period.	
Learning at Home	No home learning or engagement activities will be provided to pupils over the holiday period.		
Transitions	Where it is possible, children will be able to attend from week of 15 June to support transition. Where a pupil requires enhanced transition to school, arrangements for doing so will begin, considering safety.		



PKC Plan for a Phased Return

Delivery Theme	Childcare	Other Activities	Scottish Government Phase Guidance for Education and Childcare
Health and Safety	<p>Existing cleaning routines will be maintained in centres that are open to children.</p> <p>Additional guidance will be provided to centres regarding the cleaning of toys and equipment.</p>		Not applicable in these settings
Environment/ Infrastructure	<p>By prior agreement, transport may be provided where it is critical to attendance to do so.</p> <p>A meal service will be provided to children attending childcare.</p> <p>Risk assessments to be updated to reflect any changes to operational arrangements for settings over the summer period.</p> <p>Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.</p> <p>Liaison may be required with Property Services about any planned summer maintenance schedules.</p>	<p>Liaison and planning with Public Transport Unit (PTU) to agree maximum transport capacity on vehicles whilst maintaining safe physical distancing.</p> <p>If risk assessments and government guidance dictate, face coverings will be advised for children travelling on school transport.</p> <p>Consultations with parents about them providing transport where they can, so allowing transport to be prioritised for those with no alternative option.</p> <p>Travel numbers can be maximised by transporting family groups, where possible.</p> <p>Planning with schools to marry transport operations to the planned school day.</p>	



PKC Plan for a Phased Return

Phase 3 - Staff and Pupils Return: 10 August Onwards

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and progressive manner that observes physical distancing requirements. Ahead of commencement of this phase, Head teachers will work with trade unions and staff to review risk assessments. This phase will involve a blended approach of in-school and home learning that balances direct teaching and the completion of follow-up tasks.

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Staff Attendance	All Early Years staff return to work on 10 August. All staff to attend one nursery-based in-service on 10 August.	All school staff due to return on 10 August will do so as planned. There will be one school-based in-service day before pupils return on 11 August.		Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place. Subject to public health guidance, schools are expected to open on 11 August. All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.
Pupil Attendance	Eligible children will return to attendance at nursery from 11 August onwards. Each early learning setting will have plans determining the operational maximum that can attend. Places allocated based on guidelines published by the Scottish Government.	Primary schools will operate on maximum pupil attendance that can be achieved whilst following public health guidance. Pupils will attend on a rotational basis across four days of the week. The other day will focus on targeted support for individuals or small groups and preparation for online learning.	Secondary schools will operate on the maximum attendance achievable and will adopt attendance patterns appropriate to their capacity, staffing and transport infrastructure. Pupils will attend on a rotational basis for a minimum of 40% of the time, and more where achievable. Wearing uniform during this phase will be optional.	



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Pupil Attendance <i>(continued)</i>	Settings will develop a communication plan that will provide clear and consistent information to parents about the operation of nurseries and which children can attend each day.	Attendance will ensure family groups are on the same pattern. Wearing uniform during this phase will be optional.		Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place. Subject to public health guidance, schools are expected to open on 11 August.
		Schools will develop a communication plan for the provision of clear and consistent information about attendance and blended learning arrangements. This will include clear information about which days their children can attend school.		
Critical Childcare	CACs will prioritise places for key workers in the first instance, with additional spaces for vulnerable children.	When agreeing attendance at school, first priority will be given to children of key workers when they have no other care. Enhanced transitions from home to school for vulnerable children will be provided where needed.		All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.
		Enhanced transitions for nursery to P1 children will be completed.	Enhanced transitions for P7 to S1 children will be completed.	



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Curriculum	<p>The early years curriculum will continue to be heavily play-based and focus strongly on outdoor learning and play.</p> <p>Tracking of experiential learning should be in place to ensure equitable experiences for children attending at different times or days.</p>	<p>The focus of the in-school curriculum in the early years should be play and experiential based and balanced with high quality direct teaching in key areas of Literacy, Numeracy and Health & Wellbeing.</p> <p>In upper primary , the in-school curriculum will focus on quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing.</p> <p>For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home.</p> <p>Schools will support Gaelic Medium pupils, particularly in P1-3, with intensive support for oral literacy and immersive language experiences.</p>	<p>Where possible, curriculum delivery will be in line with the school's timetable.</p> <p>A strong focus for prioritising delivery will be those undertaking national qualifications.</p> <p>Where possible, timetable co-ordination could be used to increase the breadth and capacity of teaching across schools. This may also be digital online learning, such as the Perth City Campus or Virtual Campus courses.</p> <p>Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent.</p> <p>Schools will maximise the use of online learning offer as well as direct teaching in school.</p>	<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning.</p> <p>Public health measures (including physical distancing) in place.</p> <p>Subject to public health guidance, schools are expected to open on 11 August.</p> <p>All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p>



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Curriculum <i>(continued)</i>		Careful tracking of children's progress and achievement will be necessary across all aspects of learning experience.	Blended learning will be the norm for pupils with direct teaching on certain days in combination with home learning and engagement with online learning content. Where necessary, time can be allocated to gathering evidence for any SQA appeals processes.	<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning.</p> <p>Public health measures (including physical distancing) in place.</p> <p>Subject to public health guidance, schools are expected to open on 11 August.</p> <p>All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p>
Learning at Home	When children are not in attendance at nurseries or childcare centres, staff may provide engagement activities for them to undertake at home with a focus on active and outdoors play and creativity.	Blended learning will be the norm for all pupils, where teaching and learning during attendance in school will be complemented by home learning. Guidance is available to support and extend the blended model formulated by schools.	Blended learning will be the norm for all pupils and the exact nature and balance of this will depend on the attendance model used by each school. Direct teaching in schools will sit alongside home learning that follows up on the core teaching input and teachers will provide a mix of in-school and remote input. Use of co-ordinated timetables will allow the common delivery of home learning for some subjects/ lessons when not in school. Guidance is available to support and extend the blended model formulated by schools.	



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Transitions	Where it has not been possible to support the intake of new children to nursery in June, time will be prioritised from 11 August for parents and children to visit safely and familiarise themselves with the setting before formally starting.	<p>Where it has not been possible to provide transition from nursery to P1 in June, this should be a priority for the new P1 intake in August for children to have time to transition gently into school from 11 August. Individual schools are best placed to plan this depending on their own circumstances.</p> <p>Where a need for enhanced transition into school or between classes has been identified allowance should be made for this on the week beginning 11 August.</p>	If it has not been possible to transition P7 to S1 in June, it should be a priority for timely and supported induction of S1 into school from 11 August. Weeks 1 and 2 can be developed to prioritise transitions and support vulnerable groups.	<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning.</p> <p>Public health measures (including physical distancing) in place.</p> <p>Subject to public health guidance, schools are expected to open on 11 August.</p> <p>All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p>



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Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Support for Children and Young People	<p>Any existing or newly-identified needs will be supported in line with the Early Years Staged Intervention Framework.</p> <p>Wellbeing/mental health support will be provided, as required to any young children affected during the crisis by bereavement, emotional distress or any other concerns</p> <p>Emotional wellbeing and reconnection will be a major focus of the curriculum.</p>	<p>Data regarding vulnerable pupils gathered during the lockdown will be shared with schools. Child Plans and other support plans will be initiated or revised accordingly.</p> <p>Mental health and wellbeing support will be available through a range of staff including Guidance Staff (Secondary Schools), the Educational Psychology Service and partners.</p> <p>Schools will recognise that the period of closure will have impacted pupils' support needs in different ways and Child's Plans or IEPs will need to be reviewed and updated to reflect this.</p>		<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning.</p> <p>Public health measures (including physical distancing) in place.</p> <p>Subject to public health guidance, schools are expected to open on 11 August.</p> <p>All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p>
Health and Safety	<p>Existing robust daily building cleaning routines will be maintained in nurseries and childcare centres.</p> <p>Work with staff to review the H & S plans identified in June, in terms of risk assessments, building checks and fire safety plans.</p>			



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Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Environment/ Infrastructure	<p>A system is in place to record and track the attendance of nursery children each day.</p> <p>Transport only provided where it would normally operate for specific circumstances and by prior agreement.</p> <p>All children eligible for ELC from August will be offered a free nursery meal when they are in attendance.</p> <p>Meals may be taken in playrooms/classrooms while possible restrictions are in place.</p>	<p>Attendance will be recorded in SEEMiS using the appropriate codes for in school and at home learning.</p> <p>Guidance provided on recording and coding Attendance/absence during the phasing period.</p> <p>Provision of a bagged lunch for children attending schools. This will include those entitled to FSM (and universal provision to P1-3 attendees).</p> <p>Meals may be reviewed in October.</p> <p>School management will work with catering staff to agree arrangements for lunch service depending on the facilities at each school. For some settings that may mean staggered lunches or eating in classrooms.</p> <p>Where FSM-registered pupils are not attending at school, an equivalent monetary payment will be made.</p>		<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning.</p> <p>Public health measures (including physical distancing) in place.</p> <p>Subject to public health guidance, schools are expected to open on 11 August.</p> <p>All childcare providers reopen subject to public health guidance, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p>



PKC Plan for a Phased Return

Phase 4 - Longer Term Delivery: Timescale to be Confirmed

Planning a fourth phase of delivery is intended to provide a broad scoping of how services could develop as restrictions lessen and is our first step of readiness to respond quickly to expansion of services as the nation progresses through the Scottish Government's route map phases. All measures set out in this phase of the plan are indicative and wholly dependent on the government advice at the time.

This phase will continue to be amended and updated as more advice is issued. Risk assessments will continue to be updated ahead of commencement to this phase.

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Staff Attendance	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.			Schools and childcare provision, operating with any necessary precautions.
Pupil Attendance	When assessments indicate that it is safe to do so and physical distancing requirements are amended or relaxed, numbers of children attending in nursery settings can be increased. For as long as it is required, Test and Protect measures will be followed in school settings. As attendance increases, the balance of blended learning in schools will be adjusted accordingly.			
Critical Childcare	The need for dedicated provision for children of key workers will be reduced as attendance regularises. Childcare centres and schools will continue to support vulnerable pupils and their needs will be integrated into regular provision.			



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Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Curriculum	<p>The Early Level curriculum will continue to have a strong focus on play and experiential learning. The curriculum offer will evolve back to more regular delivery but will hold on to aspects of innovative and new practices developed during lockdown.</p>	<p>As regular school attendance increases, the balance of blended learning will decrease accordingly, and pupils will return to greater levels of in-school learning.</p> <p>As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown should be maintained, especially where that involved flexible online learning and increases in equity of provision.</p>	<p>As regular school attendance increases, the balance of blended learning may decrease or be adjusted accordingly and pupils will return to greater levels of in-school learning.</p> <p>The initial priority for increasing curricular access by greater attendance should focus on the senior phase pupils undertaking national qualifications and accredited applied learning courses, taking account of SQA advice.</p> <p>As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown should be maintained, especially where that involved flexible online learning and increases in equity of provision.</p>	<p>Schools and childcare provision, operating with any necessary precautions.</p>



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Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Learning at Home	Where nursery-age children have been identified as needing to continue in long-term shielding, regular contact with home will continue to be provided by their nursery worker.	Home learning will gradually be stepped down as children increase their time in school. Approaches to and resources developed for home learning should be retained and used where it can support children with interrupted learning or who have difficulty attending school. Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their teacher.		Schools and childcare provision, operating with any necessary precautions.
Transitions	As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements. Where a child has had to shield for a long period of time beyond the school reopening date, transition arrangements for return will need to be made when it safe to do so.			
Support for Children and Young People	Any children in nursery with additional support needs will be supported in line with the Early Years Staged Intervention Framework. Support for wellbeing and mental health will continue to be available from support services as required	Any pupils with additional support needs will be supported in line with the Staged Intervention Framework and will have the appropriate support plan. Support for wellbeing and mental health will continue to be available from support services, as required. A particular focus (in Primary schools) will be maintained on support for pupils in Gaelic language for those in GME.		



PKC Plan for a Phased Return

Delivery Theme	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Guidance for Education and Childcare
Health and Safety	<p>Cleaning routines will begin to return to regular patterns but it is likely to continue to include the need for frequent cleaning of contact surfaces</p> <p>Advice will be considered in relation to any further requirements for deep cleaning.</p>			
Environment/ Infrastructure	<p>Transport only provided where it would normally operate for specific circumstances and by prior agreement.</p> <p>Meal provision for eligible children attending full-day nursery sessions.</p>	<p>School transport services will begin to relax physical distancing requirements when advice indicates it's safe to do so and increased numbers of pupils will be allowed on vehicles.</p> <p>The requirement to wear face coverings on transport will be relaxed.</p> <p>Taxi and small vehicle transport will be able to return to normal.</p> <p>Kitchens and dining areas will open more fully as physical distancing requirements are relaxed. This may change operational arrangements in individual schools.</p> <p>As kitchens return to normal operation, menu choices will be reinstated and hot meals will be provided more widely.</p> <p>As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been loaned to children and families.</p> <p>There may be need for some long-term access to IT for children required to shield for an extended period.</p> <p>A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements as required.</p>		Schools and childcare provision, operating with any necessary precautions.



Appendix 1 - Operational Guidance

This operational guidance seeks to provide support for detailed planning and risk assessments for reopening to all schools. This should be viewed alongside the phasing plans detailed previously in this document. The safety of children, young people and staff is paramount and if challenges exist in specific schools in implementing this guidance support should be sought from the central education team.

The guidance seeks to address the practical considerations required to safely open schools to children, young people and staff. It should be noted that headteachers have been provided with a planning framework for school reopening which will include a template for risk assessment. In order to ensure a consistent approach across the authority, school plans will be submitted for approval at the centre.

1 Physical Distancing

1.1 The need to limit physical contact or interaction between children and staff during the school day is essential. The default position for all schools will be that children and staff should remain 2m apart. It is important to note that the requirement for 2m distancing reflects precautionary judgements based on current scientific advice. As the current situation evolves this is likely to change and any additional measures in place in schools will be eased.

1.2. It is recognised that it is not always possible to ensure physical distancing when working with younger children. An alternative strategy for younger children who cannot observe physical distancing is to create smaller groupings. Details on learner groupings and rotations will be found later in this guidance. For specialised group work or social times, where it will be more difficult to maintain the 2m rule and provide high-quality experiences at school, children may be divided into small groups. The following principles will apply in such situations:

- *Children within one class grouping will be organised into smaller groups of children to complete learning activities that cannot avoid physical distancing or during break or social times.*
- *Contact between these smaller groups must be minimised wherever possible. A minimum of 2m separation between groups must be maintained wherever practicable.*
- *Once in place, children should not change or move group until further health advice is provided nationally; and*
- *2m distancing between staff responsible for these groups must be supported.*

1.3. Physical distancing must also be implemented in areas of the school not used for learning and teaching, eg staff rooms, kitchens and janitorial areas. Specific risk assessments will be completed by Facilities Management regarding the use of kitchens, some of which vary considerably in size.



Appendix 1 - Operational Guidance

2 COVID-19 Symptoms and Vulnerable Groups

2.1. Current Scottish Government guidance details the requirements to protect and shield different groups within our communities. Schools should be aware of the need to continue to follow such guidance during the school reopening phase and the impact this will have on staff and children's attendance at school.

2.2. A clear procedure outlining what staff should do if a pupil or member of staff starts to display symptoms of Covid-19 when at school including guidance on the appropriate use of Personal Protective Equipment (PPE) adhering to HPS non-healthcare settings guidance should be in place. It will address the following key points:

- *If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the **HPS non-healthcare settings guidance** [🔗](#).*
- *If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to*

isolate them, move them to an area which is at least 2 metres away from other people.

- *In an emergency, call 999 if they are seriously ill or injured or their life is at risk.*
- *If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.*
- *If staff are unable to maintain a distance of 2 metres, if the child is very young or has complex needs then they may use face masks, which are provided.*
- *Once the individual has left the premises, contact must be made with Facilities Management Team to arrange for the area to be cleaned. Schools should adhere to the Test and Protect guidance.*

2.3. Children and Staff who are Clinically Vulnerable

2.3.1 All schools should follow the latest guidance on attendance for children, young people and staff who have health conditions or are pregnant, or who live with individuals who have health conditions or are pregnant. That guidance can be found [here](#).

2.3.2 Clinically vulnerable individuals are a wider group of people compared to those who are shielded and therefore clinically extremely vulnerable. People who



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are clinically vulnerable are those with pre-existing conditions who have been advised to stringently follow the physical distancing guidance.

2.3.3 A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.

2.4.4 Staff who fall into this category can attend work if an appropriate risk assessment can be agreed to mitigate the risks associated with their return. Where a return to a workplace is agreed physical distancing advice should be followed.

2.5. Children and staff who live with someone who is clinically vulnerable

2.5.1 If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable as above), including those who are pregnant, they can attend their education or childcare setting. Further information, including the list of underlying health conditions that make people clinically vulnerable, is available in the physical distancing guide on the Scottish Government website.

2.6. Children and Staff who are Shielding

2.6.1 This is a different group to those who are clinically vulnerable (as described above). Those who are

shielding are extremely clinically vulnerable and require a different set of measures to keep them safe.

2.6.2 People with serious underlying health conditions are strongly advised to follow shielding measures to keep themselves safe and not to attend school in person. The most up to date guidance and list of underlying health conditions that necessitate shielding should be checked on [NHS Inform website](#) under the shielding section

2.6.3 When planning for a wider, phased return of children and staff, schools should consider the distance learning and support needs of both children and staff who are shielding. Guidance and support can be provided by central teams as required.



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2.7. Children and Staff who are Living with Someone who is Shielding

- 2.7.1 People who have household members who are at very high risk of severe illness (requiring 'shielding') should only attend the education setting if they are able to stringently adhere to physical distancing. Such children should have an individual risk assessment conducted before the most appropriate place of care is determined.
- 2.7.2 When planning for a wider, phased return of children, staff and schools should consider the distance learning and support needs of both children and staff who are living with people who are shielding.

3 Health and Safety - Risk Assessments, PPE and Test and Protect

- 3.1. It is recognised that in education and childcare settings, delivering essential public services can mean that physical distancing is not always practical and that there may be circumstances where there is a need for close contact, within 2 metres.
- 3.2. Where the use of PPE is being considered within an education and childcare setting the specific conditions of each individual setting must be taken into consideration and comply with all applicable legislation, including the Health and Safety at Work etc. Act 1974, Personal Protective Equipment Regulations 1992 and the Management of Health and Safety Regulations 1999 which outlines the process of, and legal requirements for, risk assessment.
 - 3.2.1 Individual and organisational risk assessments at a local level must be used to inform decisions about the need for PPE. The use of PPE by staff within education and childcare settings must be based on a clear assessment of risk to staff or the risk to children and young people. PPE is currently used for personal care where there is a risk that staff come into contact with blood and body fluids. Schools and local authorities already have set risk assessment processes for the use of PPE in these circumstances, but existing risk assessments will need to be updated to take account of renewed risk.
 - 3.2.2 Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of COVID-19.
 - 3.2.3 HPS non-healthcare settings guidance makes clear that staff should continue to use PPE in line with current health and safety policies and risk assessments. Staff should only wear PPE when it is appropriate to the



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task they are undertaking. The exception is where, following an individual or organisational risk assessment it is found that a higher level of contamination, such as respiratory secretions, may be present or the risk assessment identifies that there is an identified need for PPE. In such cases PPE should be readily available and provided in line with Health and Safety guidance.

- 3.2.4** Local procedures for accessing PPE stocks should continue to be followed and requests can be submitted through PECOS.

3.3 Risk Assessments

- 3.3.1** In planning for the return of children and young people to our schools, risk assessments and appropriate local mitigation should be in place to direct and inform practice within each school. A generic risk assessment will be provided that highlights the activities, risk factors and mitigation required to ensure the safety of all children and staff. Each school should work with staff, children and parents to ensure that the approaches to minimise risk, outlined in previous sections of this document, are adhered to.
- 3.3.2** At school level further risk assessments maybe required for specific departments, activities or local factors that will not be captured in the overall school risk assessment.

- 3.3.3** Risk assessments should 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 additional distress young people may be experiencing due to COVID-19. If risk assessments are not in place, then they must be undertaken swiftly in accordance with the **Scottish Government guidance on physical distancing in education and childcare facilities**  and local risk assessment guidance.

3.4 Face Coverings

- 3.4.1** Guidance was published on 28 April 2020 on the use of textile face coverings by members of the public for situations where physical distancing is not possible. The guidance relates to the use of face coverings by members of the public in specific circumstances (for short periods of time in crowded public situations). This precautionary guidance for the public should not be conflated with the PPE guidance for the workplace.
- 3.4.2** The face coverings advice is not intended as an infection prevention and control measure for the workplace. The workplace has other health and safety considerations and measures in place such as physical distancing and hygiene controls such as hand washing



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with soap and water or using alcohol-based hand rub. In the case of schools this includes a risk-based assessment of the need for PPE (as set out above).

3.4.3 Physical distancing, hand washing and respiratory hygiene, remain scientifically proven to be the most important and effective measures to prevent the spread of coronavirus.

3.5 Test, Trace, Isolate and Support (Test and Protect)

3.5.1 All schools should familiarise themselves with the **Test and Protect (Test, Trace, Isolate and Support) strategy**  that local health boards and Public Health Scotland are implementing. Test and Protect, as the strategy will be known, has a vital role to play alongside other public health measures such as physical distancing and good hand and respiratory hygiene to enable us together to maintain low levels of community transmission of COVID-19.

3.5.2 Parents, carers and school settings do not need to take children's temperatures every morning.

3.5.3 All staff working in education facilities, along with the children and young people in their care, should be supported to follow up to date health protection advice on isolation if they or someone in their household

exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the disease.

3.5.4 Staff and children who develop symptoms consistent with COVID-19 must be encouraged to stay at home, self-isolate, and contact the NHS for advice on testing. Those who do test positive for COVID-19 will be asked to continue to self-isolate for 7 days and their close contacts, identified through contact tracing, will be asked to self-isolate for 14 days. All NHS Boards will have an enhanced COVID-19 contact tracing service in place from 28 May.

3.5.5 All education facilities should plan as much as possible to minimise the operational impact of individual staff or groups of staff being required to self-isolate. In order to interrupt chains of transmission effectively, it will be important that close contacts remain in self-isolation for the full 14 days, even when they have no symptoms. The success of this public health intervention will depend on the continued willingness of the population to comply with these measures.

3.5.6 Schools should contact the local health protection team for advice if they have two or more cases (staff or students) or an increased rate of background illness.



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3.5.7 Schools should also maintain an accurate register of absences of children and staff and whether these are due to possible or confirmed COVID-19. The absence codes issued by SEEMiS previously should continue to be used for children and young people with weekly reporting to HR for staff.

3.6 Intimate and Personal Care

3.6.1 Some children and young people, may require the provision of intimate care, which can encompass personal care and may also apply to certain invasive medical procedures, such as assisted feeding.

3.6.2 In the circumstances described above, staff need to increase their level of self-protection, such as considering whether it is possible to complete duties differently to minimise close contact and increased cleaning of frequently touched surfaces, and carrying out more frequent handwashing. Handwashing should always be practiced before and after the use of PPE.

3.6.3 Staff carrying out intimate care should wear an apron, gloves and a mask unless a risk assessment has identified that additional PPE must be used.

3.6.4 Staff who are supporting children and young people with complex needs should follow HPS guidance. This

guidance provides details about the use of additional PPE required if undertaking an Aerosol Generating Procedure (AGP), such as suctioning.

3.6.5 Staff should have access to disposable single use gloves for spillage of blood or other body fluids and disposing of dressings or equipment. Local infection control procedures that outline safety and protocols should be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.

3.6.6 Hand hygiene is essential before and after all contact with the child or young person, before putting on PPE, after removal of PPE and after cleaning equipment and the environment. Hands should be washed with soap and water.

3.6.7 Alcohol-based hand rub can be used if hands are not visibly dirty or soiled. Alcohol based hand rub stocks should not be stock piled. Washing effectively with soap and water is sufficient.



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4 School Accommodation and Capacities

- 4.1** School accommodation and capacities have been determined in accordance with current physical distancing advice. In many cases this will require consideration on the use of all available spaces within a school. Each establishment's circumstances will vary and require headteachers and staff to work closely with central education staff to determine how space can be made available or utilised during this time.
- 4.2** Headteachers have been provided with detailed information on the capacity of their school and the rooms within it. This will support planning for children returning to school and how resources can be made available to support learning across all learning spaces throughout the school.

5 Learner Groupings

- 5.1** Children and young people will initially return to school in smaller numbers for limited periods of time to encourage physical distancing as far as possible. Schools should therefore take account of the following in order to form appropriate class/ learner groupings:
- *The maximum physical capacity of the classroom space available using the plans and space analysis provided for each school.*

- *An ongoing priority is to ensure that there is sufficient access to childcare for children of keyworkers. Plans to provide childcare support for this group are currently being developed.*
- *Groupings should be used to minimise contact and mixing of children when in school. Children in primary schools should remain in the same small groups at all times each day. Different groups should not be mixed on the same or subsequent days.*
- *In secondary settings, it will not be possible to prevent groups of young people mixing due to the range of subjects and class groupings young people will be part of.*
- *Children from the same household should expect to access the school building on the same days. The range of needs within a grouping must be considered to ensure appropriate planning and additional risk assessment measures be put in place.*
- *For children and young people with the most complex additional support needs, schools should involve lead professionals and parents to decide how best to continue supporting them.*
- *Children shielding should not come to school until public health advice advises that this is possible.*

There is a large variation in classroom sizes across the learning estate and therefore the maximum number of pupils in each



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class may vary from 7 pupils to 18 pupils. This is a starting point and numbers may be reduced or increased depending on variations in room shape and positioning of furniture. The use of halls may allow for larger groupings. The numbers of pupils and young people that can be accommodated in classrooms or other learning spaces will increase as and when physical distancing measures are eased in line with public health advice.

6 Patterns of Attendance

- 6.1** In order to accommodate all children and young people within our schools each week and maintain appropriate physical distancing, it is necessary to initiate a rotation system in almost all of our schools. This approach will provide a blend of access to learning and teaching within the physical building of the school and remote learning opportunities at home.
- 6.2** Factors such as the need to provide transport to children and young people, vulnerability, attendance of younger siblings in an early years centre, staffing availability, class structures and space will ultimately determine the total number of rotations required each week and the pattern of attendance that is introduced.
- 6.3** In order to provide consistency across the local authority, the majority of primary schools will follow the 2-rotation pattern of attendance as far as possible. For example, this will mean that Group A attends school on a Monday and Tuesday and Group B attends school on a Thursday and Friday each week. Space constraints and staffing availability may require some schools, with approval from the centre, to implement alternative attendance patterns where a third rotation is required.
- 6.4** Pupil vulnerability and additional support needs will form part of the focus for decision making in relation to the number of sessions per week that children and young people access school. In order to continue to focus on equity and ensuring that children who cannot access learning at home are able to access school it may be that extra time in school is provided to these pupils. Where this is the case any groupings must minimise the number of interactions with other children and adults over the course of the week.
- 6.5** Scottish Government have stated that wraparound or out of school care provision will be required for key worker families as a partial attendance model will not fit with all working patterns. Further guidance and information will be provided on these arrangements moving forward.
- 6.6** Initially, schools should prioritise support in June 2020 for vulnerable pupils and those children due to transition to or move school. Learning will be shared from the schools that have already reopened for small groups of vulnerable children and young people since April 2020. Further advice and guidance on supporting transitions during COVID-19 will be shared in due course.



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7 School Transport

7.1 School transport arrangements will continue to be reviewed and discussions will take place between contractors. The Public Transport Unit will ensure appropriate arrangements are in place for contracted school transport. Parents will be encouraged to transport their own children to school where they can do so. Wherever possible, parents and pupils should be encouraged to walk or cycle to their school.

7.2 The Public Transport Unit will provide support to schools and contractors during this time and take account of the latest guidance for public and transport operators. Transport arrangements should take account of expectations set for providers in the following areas:

- *Changes to start and finish times.*
- *Ensuring that transport providers do not work if they or a member of their family is displaying symptoms.*
- *Ensuring that transport providers adhere to hygiene rules and try to keep distance from their passengers. Where this is not possible, appropriate risk assessments and consideration for the use of PPE may be required.*
- *Risk assessments should be established between school staff, Public Transport Unit, families and contractors where children have complex additional support needs and require support to access the vehicle or fasten seatbelts.*

- *The Public Transport Unit will:*
 - *provide guidance or training as required to contractors on additional arrangements required;*
 - *confirm arrangements to implement physical distancing on school transport and review current travel arrangements to minimise contact as far as possible;*
 - *communicate revised transport arrangements to contractors, schools and parents.*
- *Schools will maintain contact with families on specific arrangements and liaise with the Public Transport Unit if required.*

7.3 Further updated guidance relating to school transport arrangements will be provided to schools, parents and contractors in the coming weeks.

8 Child Drop-Off/Pick-Up and Visitors to Schools

8.1 Due to the differences in space, number of entrances and physical location of all schools it will be necessary for schools to develop clear protocols for parents, carers and children at drop off and collection times. All plans should be clearly communicated and where possible parents consulted on plans for drop off and collection.



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8.2 If a child needs to be accompanied to school only one parent should accompany them into the school grounds. Children will be directed to access the building at the appointed time and entrance to the school. Appropriate markers will be placed on the ground to encourage physical distancing during this time. Any protocol developed at school level should consider the following key aspects:

- *Contact between children, their parent/carer and other families should be kept to an absolute minimum.*
- *Unless by pre-arranged appointment, parents should not enter the school grounds or gather at entrances or exits. At collection time identified space will be marked out in school playground areas to ensure a smooth transition back to parents at the end of the day.*
- *Plans for the beginning and end of each day or session will be reinforced with children and young people.*
- *Staff should be available to ensure appropriate hygiene practices and handwashing when children enter and prior to exiting the building. This may include use of hand sanitiser.*
- *The appointed member of staff will welcome their group at the door and lead them directly to the designated area of the school.*

8.3 Although staggered start times will greatly reduce the numbers of children entering the school and avoid congestion, further

measures to support and communicate arrangements will be required. Different building layouts will require individual plans to be developed at school level to ensure these times operate as smoothly and safely as possible. The principle of groups not mixing should be maintained and the use of additional entrances or exits should be considered.

8.4 The same arrangements will apply to any visitors to schools. Peripatetic staff or other visitors should comply with the same requirements for handwashing or hand sanitising upon entering and exiting the building. Arrangements should be made to ensure that reception areas or foyers have clear instructions for visitors to schools to adhere to. Lanyards for visitors should not be issued and disposable badges issued instead. Individual schools need to consider sign in arrangements in the context of infection control. If it is not absolutely essential that a visit to a school takes place this should not happen and other approaches such as video conferencing may be used.

9 Movement Around the Schools

9.1 Movement in and around the school should be kept to a minimum. Where possible staff should stay with their group for the time they are in school. In secondary schools, timetabling arrangements should be reviewed to minimise the need to move classrooms, eg at S1 to S3, learner groupings may be formed from practical sets. Movement in and around the school building should take account of the following possible measures:



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- *Consideration should be given to implementing one-way systems around the school. Where this is not possible corridors should be divided to keep groups apart as far as practically possible.*
 - *Direct access to outdoor spaces or alternative routes around school buildings may be necessary to minimise the numbers of children and staff moving through the school at any one time.*
 - *Staggering start times, break and lunch times for groups will reduce pressure caused by large numbers of children and staff moving around the school at any one time.*
 - *Soft changeovers between periods in secondary schools may reduce the use of circulation space. A 'no bell' strategy would enable a degree of flexibility during changeover times and can control the movement of large groups at any one time.*
 - *Staff should ensure that toilet areas do not become crowded by limiting the number of children or young people using these facilities at any one time.*
 - *Use of halls, indoor and outdoor sport facilities for exercise should be restricted to one group at a time. If halls are sufficiently large and contact between groups can be restricted, then they should operate at less than half capacity. It is especially important that different groups of children do not mix to play games or take part in contact sports.*
 - *Evacuation procedures and risk assessments should be reviewed in line with any changes implemented in each school. Muster points and exit routes should be reviewed in light of any changes and clearly communicated to all staff and children. 2m physical distancing guidance should be maintained as far and practically possible when gathering at muster points. This may require markings to be placed on the ground.*
- 9.2** The design and layout of school buildings will directly link to the measures required to support physical distancing in each school. Some schools may need to work closely with the central education team and other council services for support in the design or implementation of any additional measures.
- 9.3** In all cases it will be important to articulate clearly and communicate any changes to layout or movement in and around the school. In order to support children and staff being able to navigate around the building safely schools may wish to consider:
- *Displaying updated maps of the school floorplan detailing entry/exit points and new circulation routes for staff and children.*
 - *Providing clear signage and/or colour coding on walls and floors to support young people navigating around schools. It is also likely that primary schools will supervise the movement of children around the school. It will be noted that a number of young people will require to be supported*



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in order to follow these measures. There may be the need to consider signage in other formats e.g. Braille, using social stories to aid understanding or providing adult support.

10 Classroom Layout and Organisation

10.1 Classroom layouts should take account of all physical distancing and hygiene requirements. Capacities for each room in each school have been calculated and this information has been provided to primary headteachers. This information takes into account the need to continue physical distancing and maximise the number of children or young people in each class space. Other factors will need to be considered when determining the working capacity of the room. This will include the specific needs of children within that space, existing furniture or equipment that may limit access or other factors determined at school level. The following measures should be considered as a guide to the approaches that may be required in each school, and by no means represent an exhaustive list.

- *Desks should be arranged to support 2m distancing and minimise contact between children. Desks which are not to be used will be clearly marked. For younger children who are unable to maintain a 2m distance, consideration should be given to creating zones within classrooms or*

learning spaces to maintain small groups of children and reduce interactions between them.

- *Wherever possible children and young people should use the same classroom or area of the school throughout the day, with thorough cleaning of the rooms taking place between groups and/or at the end of the day. Children should sit at the same desk each day if they attend on consecutive days.*
- *Very large spaces may be repurposed to accommodate multiple groups. This may include the use of other areas of the school e.g. games halls, libraries or dining halls. Consideration will be required regarding delivery of PE or other activities that utilise these spaces. This may, for example, require increased use of outdoor spaces for PE.*

11 Outdoor Spaces

- 11.1** In parallel with the indoor environment, schools should consider appropriate use of the outdoor environment to enrich the learning experiences of children and ensure as many children as possible can benefit from formal education at school. Evidence suggests that outdoor environments can limit transmission, as well as more easily allowing for appropriate physical distancing between children and staff.
- 11.2** Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey, whilst enabling benefits



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in relation to learner engagement, health and wellbeing and educational attainment. Informal outdoor classrooms set within the natural environment can often be effective spaces for learning. However, where some level of shelter is required the periodic use of the school building should be considered. With any repurposing of space, particularly in respect of any greater use of outdoor spaces for learning, schools should ensure that children and young people with complex needs or disabilities are not disadvantaged

12. Break and Lunch Times

12.1 During morning interval or lunchtime, the physical distancing approaches outlined previously should continue. It is important that children, and staff, are clear on the measures in place in school to promote and support continued physical distancing. It is very difficult to maintain physical distancing between children during social times and breaks. Although we wish to maintain distancing as far as possible any interaction should be limited to the group the child currently attends school with. The following measures should be in place to support during these times:

- *Use outside space for exercise and breaks as much as possible. Transmission of the virus is limited in outdoor spaces.*
- *Staggered break and lunch times should be in place to reduce numbers of children in the playground or accessing the dining halls. Lunch times should be limited*

to as short a break as possible e.g. no more than 30 minutes.

- *Free school meals will continue to be provided to those children and young people who qualify.*
- *Children and young people should access dining halls or lunch spaces with their group. Groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classroom.*
- *Supervision of all children and young people using dining halls and, in the playground, should be in place.*
- *Surfaces in dining halls should be wiped down and disinfected in between each sitting.*
- *Any crockery and cutlery in shared kitchen areas should be cleaned with warm general-purpose detergent and dried thoroughly before being stored for re-use.*
- *Secondary pupils will remain onsite for lunch, to minimise interactions with communities outside school premises.*
- *Outdoor equipment should not be used in playgrounds unless staff are able to ensure that it is cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.*
- *The same physical distancing measures will apply in staff rooms, staff resource areas and offices within schools.*



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Physical distancing must be maintained, and staggered break times should be implemented where possible.

School offices should operate with a restricted capacity and appropriate physical distancing. This may require other areas of the school to be utilised to enable staff to carry out their duties.

- *Staff should use their own cup/cutlery and ensure these are cleaned straight after use.*

13 Equipment and Resources

13.1 All unnecessary resources should be removed from classrooms or learning areas to simplify the cleaning arrangements required in any classroom. Teachers should give careful consideration to the resources required during lessons and promote the use of equipment and resources that need only be used by one child. Shared resources should be avoided where possible. This can be achieved by:

- *Limiting the amount of shared resources that are taken home and limit the exchange of take-home resources between children, young people and staff.*
- *Seeking to prevent the sharing of stationery and other equipment where possible. Packs may be produced for each pupil with all resources they may need during the day e.g. pencils, paper or other frequently used materials. Any resources that must be shared must be cleaned more*

frequently and definitely between different groups using them.

- *Practical lessons can still take place if equipment is cleaned thoroughly. If the group of pupils or young people accessing such resources changes during the day enhanced cleaning arrangements should be implemented by staff.*
- *Removing soft furnishings, soft toys and toys/resources that are intricate and hard to clean.*
- *Careful consideration should be given to the cleaning regime and safe use of sensory rooms and soft play areas in ASN bases and Special Schools.*
- *Play equipment should be cleaned regularly throughout the day and especially between different groups.*
- *Do not use play dough or other materials that cannot be cleaned.*

13.2 The range of resources available for use in school will need to be restricted during this time and consideration should be given to the use of alternative resources and online materials to support learning. Where it is unavoidable, and children require to access equipment or resources, including those shared with others, extremely high standards of cleaning throughout the school day will be required.



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14 Staffing

- 14.1** The availability of staffing to support a return to school will significantly impact on the arrangements possible within each school. The planning framework that will be issued to schools in due course and the HR return submitted by headteachers each week will help to plan which staff will be available and those unable to attend work. A review of the availability of staff will take place to determine the availability of teaching and support staff to ensure there is sufficient capacity to prepare settings and deliver education under a blended learning model of education.
- 14.2** Staff currently in the shielding group should work from home until health advice dictates otherwise. Where possible, all other groups of clinically vulnerable staff should be supported to work in a school setting with an appropriate risk assessment.
- 14.3** There will be a specific workload pressure arising from the need to adapt existing resources to align with a blended model, providing in- school learning for an increased number of groups and support for offsite learning. The deployment of additional staffing is expected to be critical to ensuring this can be managed.
- 14.4** Staff may require access to childcare to allow them to attend school under a blended model of education. Further information will be provided on specific local arrangements in line with the current childcare guidance.
- 14.5** Headteachers, working in close partnership with the local authority, unions and staff, are best placed to make judgements about how to make best use of available workforce capacity safely and effectively. Many of these decisions will be based on agreements reached within the Joint Negotiation Committees for Teachers (JNCT) and national guidance already in place. Headteachers will continue to ensure regular communication with staff on relevant information relating to school reopening and recovery.
- 14.6** Practical arrangements will be agreed at school level to ensure that staff working from home are able to continue to support the implementation of a blended learning model of education.
- 14.7** In the majority of primary schools non-class contact time will be provided on a Wednesday. In practice this will reduce the requirement for multiple staff to come into contact with groups of children in schools and free staff to teach groups or individuals who would benefit from additional support.
- 14.8** **SNCT advice**  on managing Working Time Agreements (WTA) during the current situation was issued in May. Schools should adopt a flexible approach to their implementation with individual recovery plans or current WTA's used as the basis of a model going forward. Further advice will follow in due course.
- 14.9** Staff or department meetings may continue to take place, where physical distancing measures can be implemented. If this is not possible then alternative arrangements such as video conference calling should be used.



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14.10 Arrangements to support groups or classes during periods of staff absence should be considered. This will involve identification of staff available to provide cover for a group or potentially, where no alternative exists, changes to the attendance pattern for specific classes or groups. As far as practically possible, the same staff should work with the same group or class each time they are in school. Significant issues in relation to staff absence should be discussed with your QIO and HR Services.

14.11 Education Services will continue to ensure that appropriate support for professional learning and wellbeing is provided to staff, many of whom will be working in unusual circumstances. Perth & Kinross Council already provide a wide range of support to staff, this includes a range of employee assistance programmes and online help that cover financial, mental and physical wellbeing, as well as resilience and working at home.

15 Communications

15.1 Effective communication with children, parents and carers, staff and other partner organisations is essential during this period of significant change and upheaval. All plans that are being developed should be done in consultation with stakeholders and ensure that everyone is clear on the approaches being adopted, in line with local and national guidance, in each school. The following approaches should be considered during the reopening phase.

15.2 Children

Schools and settings will wish to develop arrangements for good quality dialogue with and communication with children and young people about the new arrangements. A variety of methods can help to gather pupil views, questions and issues, and can help to clarify and address difficulties prior to return. Pupil Councils and other pupil voice arrangements remain very important at this time. General advice on good principles and methods for learner participation is available from Education Scotland as well as a range of third sector organisations.

There is useful information and evidence available from national survey work with young people on Covid-19. This includes the work conducted jointly by Young Scot, Scottish Youth Parliament and YouthLink Scotland as well as guidance and information from Children's Parliament and Children in Scotland.

15.3 Parents and Carers

The main concerns for parents and carers are likely to be the safety and wellbeing of their children in schools as well as practical considerations on how the new arrangements will work. In line with requirements under the Scottish Schools (Parental Involvement) Act 2006 education authorities and schools should make arrangements to communicate with parents and carers. As part of this it is important to consider appropriate dialogue and engagement with the Parent Council and the wider parent

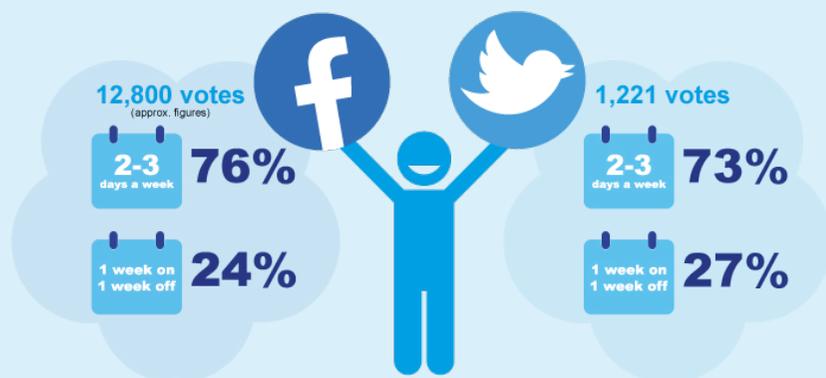


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forum. Two-way communication is vital. The gathering of questions, issues or concerns from parents and carers will be just as important as clear communication to parents and carers about how things will work.

National information, Q&As and other material on education recovery, parental communication and home learning can be used to complement any communications locally and at school level. This includes Parent Club's dedicated **Covid-19 web pages**, the **National Parent Forum** (website and weekly newsletter), information from **Connect**, **Education Scotland's "Scotland Learns"** and **Parentzone Scotland** websites and other sources.

School Day Model Social Media Poll



School Day Model PKAVS Minority Communities Hub Poll

Breakdown by language



PKAVS MCH have raised a concern about how inclusive the survey was as a way to test the waters with parents/carers (whilst recognising it was not a formal consultation), with 1 in 7 children locally born to a non-UK national mother and around 900 pupils having English as an additional language. They have as a result offered their ongoing support in terms of communicating with minority ethnic communities locally about the return to school, and consultation and engagement more generally with residents in these communities.



Appendix 2 - National and local guidance documentation

The following Scottish Government documents were critical in devising the local delivery plan:

- [Coronavirus \(COVID-19\) Phase 3: guidance on reopening early learning and childcare services](#) 15 June 2020
- [Coronavirus Act 2020: educational continuity direction](#) 10 June 2020
- [Curriculum for Excellence in the Recovery Phase](#) 5 June 2020
- [Support for Continuity in Learning](#) 5 June 2020
- [Non-Statutory Guidance for Re-opening Schools](#) 28 May 2020
- [Test & Protect \(Summary\)](#) 28 May 2020
- [Framework for Decision Making – Scotland’s Route Map Through and Out of the Crisis](#) 21 May 2020
- [Strategic Framework for Re-opening Schools and ELC Provisions](#) 21 May 2020
- [Physical Distancing in Education & Childcare Settings](#) 15 May 2020
- [Supporting Pupils, Parents and Teachers – Learning During Term Four](#) 20 April 2020
- [School & ELC Closure – Guidance about Key Workers & Vulnerable Children](#) 31 March 2020
- [Parent Club – FAQs Scottish Government Advice on Reopening School](#)

From Perth and Kinross the following has been shared and can be reached using the following link. For those who are unable to access our PKC website, a zipped folder of the documents will be provided:

[COVID-19 Education Recovery](#)

Headteacher Bulletins

- COVID-19 Headteacher Bulletin No 1 - Framework for Recovery
- COVID-19 Headteacher Bulletin Issue No 2 Recovery Planning

Environment

- Transport Statement
- Capacity Assessment Processes
- COVID-19 Guidance for Schools – Cleaning
- COVID-19 Guidance for Schools – Catering
- COVID-19 Guidance for Schools – Facilities Management
- COVID-19 Guidance for Schools – Attendance Patterns
- Sustrans – Covid Adaptions to School Travel
- Risk Assessment Form – Return to School
- Arrangements for Symptomatic Staff or Pupils
- COVID-19 Toolbox Talk - ECS

Curriculum

- Blended Learning Guidance
- Continuation of Online Learning
- Acceptable Use Policy



Appendix 2 - National and local guidance documentation

- Tracking School Equipment
- P7-S1 Transition Advice Note
- Attendance Patterns in Primary Schools
- Preparation for Term 4
- COVID-19 Reporting to Parents
- School Improvement Framework – June 2020
- Updates and Information for Learning During Term 4
- Approaches to Supporting Home Learning in Term 4

Support for Children, Young People and Families

- COVID-19 Recovery Conversation
- Transition Guidance – Nursery to P1
- Transition Guidance – P7 to S1
- Talking to Children About Coronavirus
- Head of Establishment Guide – Vulnerability Risk Analysis Form
- Head of Establishment Guide – Vulnerable Families
- School Child Protection Briefing
- COVID-19 – Vulnerability Guidance

Support for Staff

- Staff Wellbeing for Recovery Planning
- Head of Establishment Guide – Working during School Closures
- Staff Guide – School Closures
- Head of Establishment Guide – GTCS Update
- Wellbeing and Resilience Planning
- Wellbeing for Staff

