

Renfrewshire Council Risk Assessment for Schools

Renfrewshire Council's risk assessment is informed by, and aligns with, Coronavirus (COVID-19): guidance on reducing the risks in schools Published 30 Oct 2020 and last updated 10 August 2021 (Including Annex A - Physical education and expressive arts, Annex B: Face covering guidance during levels 4, 3 and 2 and return in August 2021 and Annex C Key scenarios - expectations and actions to ensure readiness)

This guidance was developed to support a safe return to school for all children, young people, and staff in August 2020. It was regularly updated during the school session of 2020/21 autumn term to support the continuing safe implementation of a full-time return to school.

The assessment also takes into account the [HSE COVID Risk Assessment Guidance](#).

It takes full account of the evolving COVID-19 situation in Scotland, the experience of reopening schools to date and the advice received from scientific and public health experts. When guidance is provided to establishments it should be adopted to reflect local level settings and shared with other key stakeholders including trade unions, staff and children and young people.

Risk assessment

Renfrewshire Council acknowledges that it must protect people from harm. This includes taking reasonable steps to protect children, young people, staff and others from COVID-19 within the education setting.

It is a legal requirement that local authorities and headteachers ensure that risk assessments are conducted and regularly reviewed and updated. Implementation of the mitigations set out in this section will also help manage risks effectively for children, young people and staff in school.

It is imperative therefore that schools and local authorities continue to take a precautionary approach. Every step should be taken to ensure the safety and wellbeing of children, young people, and staffing schools. The mitigations set out in this guidance should be strictly adhered to.

All school staff are encouraged to participate in the asymptomatic testing programme. Quick and decisive action should be taken when positive cases are identified among children, young people, and staff.

Where this guidance states that schools:

- **“should”** do something, there is a clear expectation, agreed by all key partners, that it **should** be done.
- **“may”** or **“may wish”** to do something, the relevant sections have been included as examples of relevant practice that can be considered if appropriate.

All aspects of school life should be considered, including transport to and from school and for young people attending college and work placement activities. Specific risk assessments should be completed regarding school cleaning and the use of school kitchens. This does not replace the need for other risk assessments required by law, such

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as under fire safety legislation. All risk assessments should be proportionate to the relevant protection level of the local area and reviewed and updated as appropriate as circumstances change.

Schools should ensure that they implement pragmatic and proportionate control measures which reduce risk to the lowest reasonably practical level. They should have active arrangements in place to monitor that the controls are:

- effective;
- working as planned;
- aligned with the appropriate mitigations for their protection level; and
- updated appropriately as per the above, including considering any issues identified or changes in public health advice.

In accordance with relevant legislation and guidance, all local trade unions should be consulted with and involved in the development and updating of risk assessments. School risk assessments should be shared with staff and trade unions, including catering and facilities management teams and contractors where appropriate.

Schools should communicate with all staff, children, young people and parents/carers regarding health and safety. It is imperative that all members of the school community understand what measures are being put in place and why and can cooperate to make them work. Schools may wish to consult children, young people and parents/carers on these arrangements to help ensure that they feel safe and comfortable in school.

Using this risk assessment

The areas covered within this risk assessment relate to essential public health measures contained in “**Coronavirus (COVID-19): Guidance on reducing the risks from COVID- 19 in schools 3 August 2021**”. These include:

- key public health measures
- risk assessment
- public health measures to prevent and respond to infections
- enhanced hygiene and environmental cleaning
- ventilation and heating
- implementation
- physical distancing between children in primary schools
- minimising contact between individuals and groups
- physical distancing and minimising contact for adults
- PPE and other protective barrier measures
- testing (asymptomatic, symptomatic, and close contact testing)
- **Vaccinations**

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- staying vigilant and responding to COVID-19 symptoms
- enhanced surveillance, testing and outbreak management
- special considerations for certain groups

For ease of use, the risk assessment action plan has been reorganised to reference the relevant national guidance related to the areas of potential risks:

- infection control, environmental hygiene;
- physical distancing, minimising contact with others;
- face coverings and PPE, minimising transmission;
- response to potential or confirmed infection
- extra curricular activity and international travel

Users should open the guidance document using this link: [Coronavirus: reducing risks in schools guidance updated 3 August 2021](#) and select the area of guidance to be reviewed using the contents information links on page 3.

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Hazard(s)	Local Control Measures including protocols and mitigation	Local Control Measures including protocols and mitigation	School Interventions	Who	When
<p>Lack of compliance with measures implemented to suppress the COVID-19 virus</p>	<p>Enhanced hygiene and environmental cleaning</p> <ul style="list-style-type: none"> Personal hygiene Enhanced environmental cleaning Fomites (objects or materials which may carry infection – including textbooks and jotters, etc.) Face Coverings PPE <p>Prevention and mitigation of COVID-19 through Infection control measures, environmental hygiene and compliance by all parties to measures.</p> <p>Remind staff and children and young people that they should not come to school if they have developed symptoms.</p> <p>Refer to: https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19</p>	<p><u>Personal Hygiene</u></p> <ul style="list-style-type: none"> Staff will encourage all children and young people to wash their hands when they arrive. Safe handwashing procedure in the attached link >> website Hand sanitiser is primarily for the use of staff / visitors. Below is a link to the COSHH Risk Assessment for hand sanitiser: http://intranet.renfrewshire.gov.uk/article/10267/COSHH-Assessments Posters advising of the importance of hand hygiene will be displayed and regular reminders given. Staff should follow standard hygiene protocols washing hands/or sanitising before and after the use of keyboards and telephones. Where hand sanitiser has to be used it should be self-administered where appropriate and possible. All staff and visitors will be encouraged to wash their hands for 20 seconds or sanitise on entering the building and on entry to each playroom or classroom. Senior managers should discourage staff and children from touching their faces and remind parents about 	<ul style="list-style-type: none"> On entry and exit of classroom base children/staff will wash hands at designated sink. Handwashing posters displayed at each classroom door, at sink area. Staff will use the sink at the staff room external door on entry and exit of the building. Staff will use sink in each class base and hand sanitiser on entry to flexible learning room and meeting room. Displaying of NHS posters throughout the school. Hand sanitising station at Staffroom exterior door and at office security bubble Each class has hand sanitiser for use of all adults. Use of Newsletters, Website and Social Media accounts to highlight the Key Public Health messages. 	<p>All Staff</p>	<p>As and when required</p>

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<p>washing hands for 20 seconds on return to home.</p> <ul style="list-style-type: none"> • All contractors to the school will be encouraged to wash their hands for 20 seconds or sanitise on entering the building and on entry to each playroom or classroom. • Establishment to have Risk Assessment available at reception for viewing and highlight to contractors any localised requirements. 	<ul style="list-style-type: none"> • Sanitising station is at the office external window for all adults/children entering the building. • The current risk Assessment is available on request at the school Office. 	<p>Janitor/ Office Staff</p>	<p>As and when required</p>
<p><u>Enhanced environmental cleaning</u></p> <ul style="list-style-type: none"> • An appropriate cleaning regime should be introduced along with appropriate bins for disposal of any rubbish and hand washing stations/sanitiser to ensure hygiene. • Consideration to cleaning regimes should be given to soft furnishings, bedding and soft toys. • Outdoor play / learning will be encouraged, when enhancing existing outdoor space, schools may find it necessary to consider temporary shelters or the periodic use of established buildings for activities such as handwashing, regrouping or the relaying of instructions. • Appropriate clothing should be worn for the particular outdoor activity. • If outdoor equipment is being used, schools should ensure that multiple 	<ul style="list-style-type: none"> • Lego/Plastic toys should be washed at 60 degrees after use in the washing machine • Teaching/support staff to ensure hand washing prior to and on return after utilising the outdoor space. • Teaching/support staff to ensure hand washing prior to and on return after utilising the outdoor space. 	<p>Teaching /Support staff/ Janitor</p>	<p>Daily</p>

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groups do not use it simultaneously, as well as considering appropriate cleaning between groups of children using it.

- If bikes are stored in bike sheds/racks consideration should be given to the cleaning of these areas and to reducing time spent at the bikes stores/shed

Soiled Clothing

Non COVID-19 Laundry
Soiled clothing should be washed as per establishments current practice.

Stored in the boiler room clearly labelled.

Day Cleaner/Janitor

As and when required

Suspected COVID-19 Laundry

- Laundry should be double bagged and held in isolation for 72 hours in a ventilated area
- Bags should be labelled with the date and time. After 72 hour period has elapsed, parents should be notified to collect bagged clothes and take home.

Fomites (objects or materials which may carry infection – including textbooks and jotters, etc.)

Extract from national guidance - There are two potential approaches to mitigating risks from surface contamination of jotters, textbooks and library books. Schools should consider which of these approaches is most appropriate for their circumstances as part of appropriately updated risk assessments.

Fomites- Level 4

- Schools and centres have been advised that sharing of resources should be minimised and handwashing protocols strictly followed.
- Where an individual (child, young person or adult) has shared a resource with a “confirmed case” this individual will only be identified as a “contact” with the confirmed case

- All children from P3-7 have been provided with personal stationary boxes which will to cleaned at regular intervals throughout the school day.
- P1 & 2 children are following the play pedagogy in the classroom and enhanced cleaning regimes are taking place at regular intervals throughout the day.

All Teaching/Support Staff

At regular/daily intervals

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- quarantining books for 72 hours remains an effective measure to mitigate the risks of handling them. The amount of infectious virus on any contaminated surface is likely to have decreased significantly after this time. School libraries adopting this approach may wish to develop quarantine procedures for returned books and resources. Book drops and book trolleys can be used as they are easy for staff to wheel into a dedicated quarantine area and can be easily labelled. This approach may be best suited to reducing transmission during outbreak situations. In other circumstances it may be disproportionate to the risks involved, particularly if it has a significant impact on learning and teaching.
Careful hand washing with soap and warm water/use of alcohol-based hand sanitiser before and after handling text books, jotters (or other pieces of equipment) mitigates the need for quarantine for 72 hours before, and 72 hours after. As far as possible and in line with effective practice, staff should avoid touching their mouth, nose and eye area. Good hand hygiene should be sufficient to prevent transmission of infection from these items, even if they are contaminated, as long as the person handling the item does not touch their
- where there has been physical contact – “skin to skin”.
- If you have a confirmed case and you are considering if resources have been shared it is important to consider the question of whether physical contact was made during the sharing of any resources and to note this when preparing for a CCA meeting.
- Daily toy and resources washing must be carried out and cleaning of all surfaces. Toy cleaning records will be maintained
- Tables, chairs, telephones, and computers will be cleaned per the agreed cleaning regime.
- Play-doh, sand and water experiences should be individual / bubble experiences. Sand should be disposed of weekly.
- The use of toys and resources will be limited to single groups and these will be washed daily.
- Children and young people should wherever possible be encouraged not to bring toys from home to the school / early learning and childcare centre or to share their personal belongings, although it is appreciated that for younger children this may be difficult to prevent.
- Consideration should be given to practical alternatives to provide
- Library return trolley is in Gymhall. Each shelf is labelled with the day of the week, staff to return books daily. Library monitors will replenish library on a Monday with Wednesday, Thursday, Friday books and on a Friday with Monday and Tuesday books.
- Class teachers will ensure that any textbooks/class library books used will be quarantined for 72 hours in a designated space in their classroom.
- Class Teachers will follow mitigations to allow the correction of jotters.
- Lego/Plastic toys should be washed at 60 degrees after use in the washing machine
- Children will be given their own play doh/putty which will be required to have their name on their individual tub and strict instructions will be given to the children about ensuring this is not shared.
- Types of activities where this can be used are:
 - fine motor skills
 - mindfulness
- Staff to ensure children do not take any items out (apart from

HT

Monthly
News
letter

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face between handling the item and decontaminating their hands. Good respiratory hygiene (“Catch it, kill it, bin it”) is also required at all times.

comfort and reassurance, which is particularly important for younger children and children with additional needs. However, if a child brings their own book/bag/personal device that only they use then this should not increase the risk of indirect spread of the virus.

- Children, young people and staff should be instructed to keep bags on the floor and not on their desks or worktops.

Fomites- Beyond Level 0

- If school resources (for example, text books, jotters) are taken home by a child, there is no longer a requirement to quarantine these for 72 hours upon return to the setting. Evidence on fomite transmission has continued to evolve and Public Health Scotland have now advised that we can remove this requirement from the guidance. Enhanced hand hygiene, as set out elsewhere, should be adhered to by all staff, children and families and is a more proportionate way of reducing the risk of fomite transmission.

snacks/packed Lunches) from their school bags.

- Parents will be given regular updates to prevent children from bringing in items from home.

Face coverings

- Extract from national guidance:-A definition of face coverings (which should not be confused with PPE) can be found in Covid19: staying safe

Face Coverings

- The approach to face coverings below should be applied across all primary and secondary school settings. However, as noted earlier in

- Staff should wear face coverings(unless exempt due to medical reasons) in all areas of the school unless seated in the staff room which caters for 2m physical distancing.

All Staff

Daily

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and protecting others. Use of face coverings in the circumstances set out in this guidance should be seen as just one mitigation within a package of measures.

- It is reasonable to assume that most staff and young people will now have access to re-usable face coverings due to their increasing use in wider society, and the Scottish Government has made available a video on how to make a simple face covering. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled/unsafe, schools should take steps to have a contingency supply available to meet such needs.
- No-one should be excluded from education solely on the grounds that they are not wearing a face covering.

The current face covering guidance on the Scottish Government website advises that cloth face coverings, when combined with other more important, mitigations of physical distancing and hand hygiene are considered appropriate in schools.

this guidance, schools may opt to apply ELC models in the early stages of primary school (P1-2), in which case the relevant guidance should be followed.

- Anyone (whether child, young person or adult) wishing to wear a face covering in any part of the school should be permitted to do so.
- Some individuals are exempt from wearing face coverings. Further information on exemptions can be found in wider Scottish Government guidance.
- Staff should use sensitivity and discretion regarding the wearing of face coverings by children and young people observing Ramadan during April and May 2021.
- Face coverings should be worn by adults wherever they cannot keep 2m distance with other adults and/or children and young people.
- Face coverings should also be worn in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):
 - at all times when adults in primary schools, and adults and young people in secondary schools (including special schools and independent and grant aided schools), are moving

- Staff can remove their face covering when teaching and maintaining 2m physical distancing from children and other staff members.

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It is recommended:

- that schools follow and endorse best practice on how to wash, store, wear and dispose of face coverings; and
- workplaces endorse and support staff to follow the best practice in the use of face coverings.
- Schools and ELC settings should consider whether additional guidance, practical demonstrations, or communications for staff and pupils to support the correct wearing, storage and disposal of face coverings, including the use of hygiene products when doing so, would support better and more effective deployment of face coverings.

Please see appendix 1 to this document for face covering guidance.

around the school in corridors, office and admin areas, canteens (except when dining) and other confined communal areas, (including staff rooms and toilets);

- in line with the current arrangements for public transport, where adults and children and young people aged 5 and over are travelling on dedicated school transport (see School Transport section).
[Click here for Transport Risk Assessment information](#)
- Local authorities and schools should consider carefully how to address any equity concerns arising from the use of face coverings .
Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled/unsafe, schools should take steps to have a contingency supply available to meet such needs.
- Face coverings should be worn by parents and other visitors to all school sites (whether entering the building or otherwise), including parents at drop-off and pick-up.
- Classroom assistants and those supporting children with Additional Support Needs, who may routinely

- Face Coverings can be provided at any time. Boxes are located at Staff Entrance and in the School Office.

have to work within two metres of primary, secondary or special school pupils, should wear face coverings as a general rule. However, the use of opaque face coverings should be balanced with the wellbeing and needs of the child, recognising that face coverings may limit communication and could cause distress to some children – appropriate use of transparent face coverings may help in these circumstances. It is advised that these adults should be very alert to symptoms and follow closely the guidance on responding to COVID-19 symptoms.

- The impact of wearing a face covering for very young learners and/or learners with additional support needs, including any level of hearing loss, should be carefully considered. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning.
- Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission.

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- In classes where any such impacts are anticipated and no alternative mitigations are reasonable, schools should consider the use of transparent / see-through face coverings which are increasingly available.
- It is vital that clear instructions are provided to staff and children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. The key points are as follows:
 - Face coverings should not be shared with others.
 - Before putting on or removing the face covering, hands should be cleaned by washing with soap and water or hand sanitiser.
 - Make sure the face covering is the right size to cover the nose, mouth and chin. Children should be taught how to wear the face covering properly, including not touching the front and not pulling it under the chin or into their mouth.
 - When temporarily storing a face covering (e.g. during classes), it should be placed in a washable, sealed bag or container. Avoid

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placing it on surfaces, due to the possibility of contamination.

- Re-usable face coverings should be washed after each day of use in school at 60 degrees centigrade or in boiling water.
- Disposable face coverings must be disposed of safely and hygienically. Children and young people should be encouraged not to litter and to place their face coverings in the general waste bin. They are not considered to be clinical waste in the same way that used PPE may be. Further general advice on face coverings is available in Covid19: staying safe and protecting others.
- There should be regular messaging from schools to adults and children and young people about these instructions, with a clear expectation that face coverings are worn in the relevant areas except for those who are exempt.

Face Coverings- Beyond Level 0

- Face coverings should be worn by adults wherever they cannot keep at least one metre distance with other adults and/or children and young people.
- Classroom assistants and those supporting children with Additional

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Support Needs, who may routinely have to work within **one metre** of primary, secondary or special school pupils, should wear face coverings as a general rule

PPE

Body fluid spillage (vomit / blood)

- Cleaning will be undertaken by cleaning staff in accordance with the cleaning process.
- Cleaning and disinfection of previously touched objects and surfaces will be undertaken and people will be kept away from the area.
- Where available, use a spill kit and the PPE provided with the spill kit.
- If a spill kit is not available, place paper towels onto the spill. Ensure the area remains isolated and seek further advice.
- PPE -fluid resistant mask required

Day
Cleaner/
Janitor As an
when
required

Role for first aider – see link below

[Guidance for Workplace First Aiders During Covid-19](#)

Care for babies and intimate personal care / Specialist Equipment

All
relevant
Staff As an
when
required

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- Staff should wear nitrile gloves where there is a risk of exposure to blood/body fluids.
- Apron and gloves should be worn for blood/body fluids
- staff will have access to face visor for extra protection only in circumstances where a child or young person has been specifically identified as having challenging behaviour / additional support needs that might put **THE** individual **PROVIDING SUPPORT** at risk. The nature of this risk must be explicitly clear in the child's plan.
- Staff will be extra vigilant with sanitising and cleaning of changing facilities before and after every use.
- Children will be supported to wash hands with soap and water before and after all changing and best practice for all infection control relating to nappy changing adhered to.
- Children will be supervised at a safe distance in the toilets and hand washing supported reminders and songs used.
- Staff in under 3s will wear an apron and wear gloves.
- Staff will be encouraged to manage their own personal hygiene in line with current best practice. It should

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be encouraged that staff with long hair tie it up.

Infection from PPE Removal

PPE should be removed in an order that minimises the potential for cross contamination. [intranet link](#) (link checked 08/01/21)

All Staff As and when required

Gown / Apron

- Unfasten or break ties.
- Pull gown away from the neck and shoulders, touching the inside of the gown only.
- Turn the gown inside out, fold or roll into a bundle and discard.

All Staff As and when required

Wash hands after discarding.

Gloves

- As an extra precaution people could wash the gloves before they take them off.
- Grasp the outside of the glove with the opposite gloved hand; peel off.
- Hold the removed glove in gloved hand.
- Slide the fingers of the un-gloved hand under the remaining glove at the wrist.
- Peel the glove off and discard appropriately.
- Wash hands after discarding.

All Staff As and when required

Testing
Standard Operating Procedure (SOP)

Each of school provider participating in self-testing should undertake a risk assessment prior to starting testing and continue to maintain this on the

HT By February 2021

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Link >>[Clinical Standard Operating Procedure \(SOP\) for Mass Testing – LFD](#)

school risk register. This should cover risks associated with testing, non-reporting, poor uptake, communication etc. The risk assessment should be completed by any other service provider (such as any third party supplier of equipment) involved in the delivery of testing.

Arrangements for the phased reopening of schools supplementary guidance”

Link >>> [Lateral Flow Device Testing – Risk Assessment](#)

Link >>>[Guidance of reopening of schools Feb 2021](#)

The Lateral Flow Testing programme is voluntary – nobody should be required to undergo testing without consent, and nobody should be excluded from school if they do not wish to test. However, we are asking that school staff be strongly encouraged to participate, in order to contribute to the wellbeing of their school communities.

[Link >>>> Guidance of reopening of schools March 2021](#)

[Coronavirus: reducing risks in schools guidance updated 3 August 2021](#)

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/pages/overview/>

It is important to note that this regular testing is only for individuals without symptoms. Those with symptoms must continue to follow the usual guidance. They must self-isolate and book a PCR test at a test centre or via a home test kit at the earliest opportunity. People with symptoms must not rely on a negative LFD result to continue to attend school.

Relevant Staff/ HT

As and when required

Schools and centres should update their fire risk assessments, to take account of the increased risk of having significant amounts of cardboard packaging on site due to the store of Lateral Flow Testing Kits and compliance with its safe storage requirements.

- Test to be stored in Janitor’s office

HT/SDO

March
2021

Beyond Level 0

It is important that schools and local authorities continue to promote twice-weekly at-home LFD testing actively to their staff and secondary pupils, and that participants are encouraged to record their results.

Some additional steps have been taken to support school and local authority efforts to promote greater uptake and recording of testing for staff and secondary pupils.

Previous advice requested schools and local authorities to provide kits to staff before going on holiday so that they can test prior to return. Local authorities have been asked to ensure communications activity in the run-up to school return re-emphasises this request.

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	<p>Vaccination</p> <p>The latest advice from the Scottish Government states that while vaccination is being rolled out, non-pharmaceutical interventions, such as hand and respiratory hygiene are principal elements of the public health tool against COVID-19. At this time, it is important to focus on how to encourage and support widespread compliance with these interventions, including clear, unambiguous guidance on the required behaviour of staff and children and young people.</p>	<p>Vaccinated people should continue to comply with ALL testing regimes as per unvaccinated people, until guidance on this changes.</p> <p>All schools should encourage staff who have not received both doses of the vaccine to seek vaccination as soon as possible, following the recommended gap between doses. Information on securing an appointment can be found at: Registering for a coronavirus vaccine The coronavirus (COVID-19) vaccine (nhsinform.scot)</p>	<p>Relevant Staff</p>	<p>As and when required</p>
<p>Insufficient or poor ventilation</p>	<p>Ventilation and heating</p> <ul style="list-style-type: none"> • Natural ventilation and temperature • Mechanical ventilation • Fans <p>CO₂ monitors</p>	<ul style="list-style-type: none"> • Wherever it is practical, safe and secure to do so, and appropriate internal temperatures can be maintained ensure doors, windows and vents can remain open. (with reference to Standard Circular 10, Appendix A). • Internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system). • The Fire Safety Risk Assessment should always be reviewed before any internal doors are held open. • It is recognised that in the autumn and winter, schools are unlikely to be 	<p>All Staff</p>	<p>Daily</p>

able to keep external doors and windows open as often, or for as long, as in warmer weather periods. Potential approaches, the suitability of which will depend on a range of local factors including weather conditions, may include:

- Partially opening doors and windows to provide ventilation while reducing draughts
- Opening high level windows in preference to low level to reduce draughts
- Purging spaces by opening windows, vents and external doors (e.g. between classes, during break and lunch, when a room is unused, or at other suitable intervals if a space is occupied for long periods at a time)
- Providing flexibility in permissible clothing while indoors.
- Designing seating plans to reflect individual child/staff temperature preferences; proven to be a useful measure when used in combination with other strategies.
- Adjusting indoor heating to compensate for cold air flow from outside (e.g. higher system settings, increased duration)
- Refer to national guidance on Mechanical ventilation; Fans; and CO2 monitors

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- Concerns regarding ventilation levels / requests for CO2 monitors should be logged on CAMIS to allow facilities management to review/ maintain mechanical ventilation systems

HT/
Janitor

As and
when
required

Ventilations- Beyond Level 0

- The Scottish Government has also published [ventilation guidance](#)

Not maintaining Physical distancing or minimising contact with others

- Minimising contact (physical distancing)
- Physical distancing between children in primary schools and early learning centres
- Maintaining distance between young people – secondary schools
- Minimising contacts (groupings)
- Proportionality
- Physical distancing and minimising contact for adults
- Drop off/pick up

Management of Physical distancing in St Fergus’ Primary

The principles of physical distancing (internal and external) are highlighted via staff induction arrangements:

- Indoors. A space ratio has been established in all care and learning areas and children and adults are reminded of the importance of staying at a safe distance during all activities and while moving between spaces.
- Outdoors. Small groups of children will access the outdoors on a timetabled basis to support their social and mental wellbeing. All children are supervised when they are outdoors and members of staff will remind them of the importance of staying at a safe distance during all activities. Appropriate clothing should be worn for the particular outdoor activity

- Clear signage of number of staff allowed in rooms.
- Reminders of Key Public Health messages - **FACTS**
- Reminders regularly of 2m physical distancing
- Teaching staff to build in messages daily about physical distancing, touching, hugging etc.
- P3-7 Class teachers to ensure careful seating plan in classrooms.
- If seating on the floor children should be facing forward and remain in 2 m from the teacher/support staff

HT/DHT

August
2020

Teaching
/
Support
Staff

As and
when
required

Mitigations that schools **MAY** consider could include:

- Encourage children and young people to maintain distance where possible.
- Encourage children and young people not to crowd together or touch their peers.

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- Discourage social physical contact (hand to hand greeting/hugs)
- Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible.
- Adjust class space if required, and where possible, to maintain spacing between desks or between individual young people
- Seat young people side by side and facing forwards, rather than face to face
- Avoid situations that require young people to sit or stand in direct physical contact with others.
- Where children and young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource.
- Young people in the senior phase may require to spend time in college environments – guidance for colleges has been published.
- The current evidence is that young children remain less likely to transmit the virus and to have
- Visible reminders and games to encourage the understanding of spatial awareness.
- Remind all children of physical distancing at onset of the session.
- Passing briefly in the corridor or playground is considered low risk, but risk assessments should consider the ways in which busy corridors, entrances and exits could be avoided, and could include one way and/or external circulation routes. Identify pinch points in movement across areas and manage the movement of children and staff appropriately.
- Keep left in both directions, reminders given to all regularly.
- Clear signage for staff at Staff entrance

Management of Physical distancing in St Fergus' Primary - Beyond Level 0

- There is no requirement for physical distancing between children in primary schools. Distancing between adults not from the same household should be maintained and there should also be distancing between adults and children whenever possible. To ensure closer alignment with wider society and planned changes in ELC, this will be a requirement for “physical distancing of at least 1m”. However, as schools already have 2m physical distancing arrangements for adults that work well and do not limit capacity, it is expected

serious health effects from it.

these will be retained in practice.

This, combined with the fact that it is not appropriate for young children to maintain physical distancing, either practically or in terms of child development, means that it has been concluded that previous advice on physical distancing in ELC settings should be maintained: 2 metre distancing should be in place between staff, but no distancing should be required between young children, or between young children and staff.

- Physical distancing requirements: 2 metre distancing between adults not from the same household should be maintained. There should also be 2 metre distancing between adults and children whenever possible.
- Appropriate arrangements and places should be available to enable all school and ELC staff to take their breaks safely. Schools should plan how shared staff spaces, including kitchens, are set up and used

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to help staff to distance from each other. The number of people in staff rooms at any one time should be limited to ensure 2m distancing can be maintained and face coverings should also be worn. This includes at kettle stations and other gathering points.

- It is important to understand that this arrangement has been developed in the specific context of schools. There are sound reasons for approaches to physical distancing to vary in different contexts, including the drawing of judgements about cumulative risk across the whole of society and the features of distinct environments.

- [Temporary lockdown guidance for colleges](#) has also been published. Colleges are now able to prioritise the return of further senior phase school pupils studying at college who require in- person provision now in order to

Movement of Adults between Schools and Centres (from operational guide)

- Attendance in schools will include teaching and support staff who, in the judgement of the local authority and schools, are required to attend in person, this could include student teachers undertaking placement practice; and possibly HEI tutors observing

HT/DHT

As and when required

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complete or progress. In line with wider college guidance, pupils should only be on campus for the duration of the practical work and should continue to learn remotely for those course elements where this is possible.

their practice. It may also include staff carrying out key health/dental checks and routine school vaccination programmes.

- Movement between schools (e.g. of temporary/supply/peripatetic staff etc) should be kept to a minimum. Those providing essential services key to the delivery of children's care or educational plans, for example visiting teachers, psychologists, nurses, social workers, youth workers and those providing therapeutic support, should be able to visit schools; however, appropriate mitigations to prevent transmission of the virus in and between settings should be undertaken. Mitigations should be determined via a risk assessment carried out by the school in co-operation with the service provider.
- It is possible for adults outlined above to visit schools but they must follow local risk assessment protocols and only visit 1 establishment per day. If absolutely necessary, a member of staff can visit 2 establishments per day but they must follow risk assessment protocols. They

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must not return to an establishment they have already been to that day.

- Lower risk methods such as digital/virtual means or outdoor settings must also be considered
- Non-essential visitors are allowed in school – including active schools staff, photographers, volunteers and the like.
- “Face to face recruitment interviews can take place as long as distancing is possible, a H&S assessment has been undertaken of the venue including the size of venue, number of participants and candidates are happy to attend (if any candidates object then all interviews should revert to an online forum).”

Movement of Adults between Schools and Centres (from operational guide) - Beyond Level 0

- Visitors to schools should be agreed in advance and arrangements appropriately risk-assessed. Supply staff and other visitors e.g. visiting teachers, psychologists, nurses, social workers, youth workers, outdoor learning

specialists, HEI tutors and those providing therapeutic support, can move between schools where necessary. Movements should continue to be limited to those that are necessary to support children and young people or the running of the school until otherwise advised. Consideration should be given to the provision of this support by virtual means as appropriate.

- Parents/carers may accompany children onto school premises where this is agreed with the school and strictly necessary to support children and young people, for example where there are concerns about individual children making a successful transition from ELC to P1. Any such visits should be risk assessed and agreed in advance as being necessary by schools. Otherwise, where virtual arrangements for parental engagement are already in place and working

well, these should continue to be used.

- Visitors should be expected to comply with the school's arrangements for managing and minimising risk (including physical distancing and use of face coverings). Schools should ensure that all temporary staff are given access to information on the safety arrangements in place, including the school risk assessment. Arrangements for school visitors should be communicated clearly to staff and the wider school community.

Movement of Pupil's between schools and centres (from operational guide)

Government guidelines at the moment advise that the movement of children and young people between buildings should be minimised.

For pupils traveling to a work placement or college in another school it is agreed they can either:

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- attend establishment in morning
– then go to school/college -
then home or
- attend school or college in
morning - then go to
establishment – then home.
- Pupils must not return to an
establishment they have already
been to that day.

Movement of Pupil’s between schools and centres – Beyond Level 0

- Schools and local authorities should,
in partnership with related partners
and local public health teams, pay
very close attention to any evidence
suggesting emerging bridges of
transmission between settings. In
the event that any such evidence is
identified, they should consult
immediately with local public health
teams on any requirement to pause
or further reduce such movement
between schools

Dropoff / Pickup

- Staggered drop off times will be
managed if required.
- Drop off and groups of parents and
children in small spaces
- Advice on physical distancing will be
publicised. Refer to:
<https://www.gov.scot/publications/coronavirus-covid-19-guidance-preparing->

- Staggered entry and Exit times
- Clear signage for parents
- HT/DHT/Janitor visible at start
/end of day to ensure physical
distancing.
- HT to issue regular guidance in
Monthly Newsletter/ Daily text
message with advice to parents
regarding **FACTS** message

HT/DHT/
Janitor

Daily

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[start-new-school-term-august-2020-version-3/](#)

Physical distancing and minimising contact for adults

HT

As and when required

- Parents should not enter the school building unless required. Various approaches you may wish to consider are detailed in the Scottish Government return to school guidance document.
- Staff and management will manage a safe **1 metre** distance at signing in.
- Car Sharing [Travelling in Vehicles](#)

Minimising Contacts Groupings

Lunch will be managed with appropriate physical distancing measures and appropriate infection control.

- If children and young people go offsite for lunch, they should follow the rules in place for wider society, for example wearing a face covering when entering a shop.
- Children and young people will be reminded of the importance of hand hygiene when returning from premises outwith the school. Schools may wish to contact local shops in advance to alert them to plans.

Minimising Contacts Groupings – Beyond Level 0

- P1-3 & P7 - 12:30- 1:15
- P4-6 – 12 noon- 12:45
- Each class will have designated lunch tables in the gym hall.
- Class Teachers will seat their class at designated tables prior to leaving the gymhall.
- HT/DHT will invite children to the servery ensuring physical distancing between class bubbles.
- Children will not be allowed to leave their seat unless permission is granted by HT/DHT
- Children will be called to deposit waste on a class by class basis to ensure that

HT/DHT/
Class
Teacher

Daily

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- Normal dining arrangements must be in place.
- Children and young people will be reminded of the importance of hand hygiene when returning from premises

physical distancing is maintained between class bubbles.

- Children will leave the gymhall by on a class by class basis to ensure that physical distancing is maintained between class bubbles.

Mass Gatherings

- In both primary and secondary settings, the preference would always be to avoid large gatherings and crowded spaces and, wherever possible, to keep children and young people within the same groups for the duration of the school day.
<https://www.gov.scot/publications/coronavirus-covid-19-advice-to-organisers-on-mass-events/>
- School lets can be reinstated for out of school activities such as supported study

HT

As and when required

Mass Gatherings- Beyond Level 0

Renfrewshire Guidance - Other lets in schools for parent body / external companies activities should be directed as normal to the letting team for consideration.

Failure to protect vulnerable staff

[Coronavirus: reducing risks in schools guidance updated 3 August 2021](#)

- Shielding staff: follow Scottish Gov guidance – refer to HR if you require further detail.

HT/DHT/
Relevant
Staff/
Children

As and when Required

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**and children
and young
people**

- Shielding children and young people: follow Scottish Government guidance.

**Potential or
confirmed
COVID-19
infection**

Staying vigilant and responding to COVID-19 symptoms

If a child or young person presents with any symptoms associated with the COVID-19 Virus (new and consistent cough, fever or high temperature, loss or change of taste or smell) the following procedures will be applied:

- With reference to: <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>
- The child will be removed to an isolation zone and supervised at all times.
- The symptomatic individual may also be asked to wear a face mask or face covering to reduce environmental contamination where this can be tolerated.
- The parent or carer will be contacted and the child and any known siblings will be taken home.
- Schools and centres must strongly encourage parents or carers to have their child tested.
- Schools and centres must remind the parent or carer that given the nature of the symptoms, the child can only return to the school or centre if they receive a negative test result, or after 10 calendar days of self isolation.

- St Fergus’ Isolation room is the meeting room.
- Teacher will inform the school office who will then call the parent/carer.
- Child/Siblings will be escorted to the playground gate by exiting the External door at the meeting room.
- Toilet facilities during this time will be the disabled toilet opposite meeting room.
- Once child has left the room cleaning procedure to take place.
- HT/DHT will speak to the parent/carer about household isolating period and testing.
- Parent will inform school of the result of the test
- HT will follow CCA procedure

All Staff

As and when required

Day Cleaner

After the use of Isolation room/ toilet

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- Parents and carers must also be advised that, as the household must self-isolate until a negative test result is confirmed, this will impact on siblings too and they cannot attend the school or centre either.
- The parent or carer will be asked to update the office on the child's test result when known.
- Should the result be negative, the child and siblings can return to the school or centre when feeling fit to do so and free from fever for 48 hours (assuming a high temperature).
- The Communities and Regulatory Manager advises that parents and carers must be encouraged to have their child tested if they present with symptoms related to the COVID-19 virus. It should be explained that the child or young person (and any siblings) must not come back to the school or centre until the 10 day self-isolation period is over (from on-set of symptoms) unless evidence of a negative test result can be provided.
- Should the parent or carer advise that there has been a temporary illness or that there is an underlying condition e.g. respiratory problems that causes the symptom, the parent or carer should be advised to seek medical advice from NHS24 or their GP to ensure the child or young person can return/attend school. If

the parent or carer confirms that NHS24, or their GP, has stated that these symptoms are related to a temporary illness or underlying health condition and not the COVID-19 virus then the child or young person can return to the school or centre. If the parent or carer does not confirm this the child or young person must not come back to the school or centre until the 10 day self-isolation period is over (from on-set of symptoms).

- Appropriate PPE should be used as with personal care, if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary.
- Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- If COVID-19 infection is suspected “Guidance for households with possible coronavirus infection” should be followed at home and the child will only return to the school/ELCC after the appropriate period of isolation.
- Staff caring for the child will wash their hands with soap and water before and after supporting the child staff may wish to consider carrying a change of clothing in certain settings.

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- If a child needs to use the toilet while waiting to be collected, they should be directed to a designated toilet adjacent the isolation room if possible.
- After use this toilet should be closed and a sign should be posted on the door detailing the date and time of closure.
- Windows will be opened (where possible or the door will remain opened) when the child is being cared for and all bedding and soft furnishings will be washed at high temperature.
- Support for emotional wellbeing and reassurance will be provided by management.
- The on-site day cleaner will be contacted and details of the specific locations affected should be noted for cleaning.
- In early years settings care inspectorate must be notified of any potential cases.
- Schools should follow guidance within Scottish Government COVID-19 Sector Advice - Actions in the event of a suspected outbreak - SCHOOLS

If a member of staff presents with any symptoms associated with the COVID-19 Virus (new and consistent cough, fever or high temperature, loss or

All Staff As and when required

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change of taste or smell) the following procedures will be applied:

With reference to:

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>

- The member of staff will be advised to go home.
- HR should be notified of the member of staff. Contact telephone numbers are: 0141 618 7323, 0141 618 4031 or 0141 618 6676.
- The member of staff should be advised to get tested.
- The member of staff will be asked to update the office of their test result when known.
- If COVID-19 infection is suspected “Guidance for households with possible coronavirus infection” should be followed at home and the member of staff will only return to school/ELCC after the appropriate period of isolation.
- Team debriefing will be undertaken.
- Support for emotional wellbeing and reassurance will be provided by management.
- The on-site day cleaner will be contacted and details of the specific locations affected should be noted for cleaning.

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Schools should follow guidance within Scottish Government COVID-19 Sector Advice - Actions in the event of a suspected outbreak – SCHOOLS.

Beyond Level 0

Renfrewshire Guidance -

Notification of confirmed cases

must be recorded in SEEMIS /

NAMS using appropriate codings.

There is no longer a requirement to email csresources as no CCA activity will be undertaken in normal circumstances.

For staff - all covid related absences should continue to be reported through the HR Hotline via 0141 618 7323, 0141 618 4031 or 0141 618 6676 or if you have any questions related to Staff covid related absences please also use the HR Hotline.

Under the new approach, only those close contacts aged under 18 who are at the highest risk of being exposed to infection will be directly contact traced by Test and Protect, and asked to self-isolate until they have received a negative PCR test. Test and protect will focus on identification of household,

overnight (sleepover) or clear, prolonged close contacts. Arrangements for joint working between schools, local authorities and local Health Protection Teams (HPTs) remain as before. The definitions of clusters and outbreaks are unchanged. However, guidance has now been updated to make clear that schools are no longer to contact HPTs to notify them of every single confirmed case in a school setting. Single cases will be identified by Test and Protect and close contacts will be identified through them too

The current asymptomatic testing offer is for school staff and senior phase pupils. In line with advice from the Advisory Sub-Group, work is being undertaken with the UK Department of Health and Social Care to provide secondary schools with additional test kits to allow them to extend the offer of twice-weekly at-home lateral flow testing to all secondary pupils after the Easter break.

Guidance on booking testing through the UK Government test sites can be found on NHS inform and the Scottish Government website. Anyone unable to access these websites can call NHS24 free on 0800 028 2816 or NHS 111. Guidance on testing in health and care

Asymptomatic Testing

Asymptomatic Testing (from operational guide)

- Teachers and school staff can now be tested for COVID-19 on demand if they are concerned they may have been infected, even if they show no symptoms.
- This step has been taken to provide additional reassurance to staff as children and young people return to the classroom and to early learning.
- If a member of staff is asymptomatic (currently showing no symptoms of COVID) but wishes to access testing they should consider NHS advice below:

All Staff

As and when required

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settings can be found in the Novel coronavirus (COVID-19) Guidance for Health Protection Teams

- Some individuals, out of concern for their own health or that of others, seek a test even when they have no symptoms. This may give a sense of assurance but can be misleading and cannot exclude the possibility that the virus is present, or that the person may go on to be infected or to develop the illness.
- The COVID-19 tests we use in Scotland work by detecting evidence of the virus in a person's nose and throat sample (which is collected using a nasopharyngeal swab to collection secretions from the back of the throat and then the back of the nose). These tests cannot tell whether or not someone is incubating the disease, but only if evidence of the virus is present at the time when they are tested.
- This means that testing is a single point in time assessment of whether a person may be infectious, but it cannot tell us whether a person is going to become ill in the future. Therefore, a negative result cannot reliably be used to inform individual risk or as the basis for reducing mitigations to reduce the risk of transmission such as hygiene and distancing.
- Sometimes when the test is taken and returns a positive result, it needs to be repeated. Self-isolation

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must continue until the repeat result is available and further advice provided thereafter by your NHS team.

- Individuals who are concerned they may have come into contact with an infected person, but are unsure about undertaking testing, also have the alternative option of approaching NHS Inform for further information.
- If an employee wishes to proceed with a test they should contact the HR hotline via 0141 618 7323, 0141 618 4031 or 0141 618 6676.
- HR will book a test through the employer portal. If you are having any problems reaching HR by phone please contact HR systems.
- The member of staff will be asked a series of questions to enable the collation of data in relation to the test being carried out.
- The member of staff should update their HT/Head of Centre as well as the HR hotline with the outcome of their test as soon as they have been advised.

Protocols in the event of notification of a positive diagnosis of COVID-19 staff / child or young person

HT

As and
when
required

Link to [Confirmed Case Assessment Template \(CCA\) Checklist](#)

Link to [Confirmed Case Assessment--- Weekend Provision](#)

All identified close contacts should be asked to get tested. This will not impact on self isolation period and will be discussed in further detail at CCA meetings.

Asymptomatic testing is an additional measure and should not replace other mitigations set out in this guidance. School staff and secondary pupils opt to undertake asymptomatic testing do not need to self-isolate while awaiting results, as long as no symptoms develop. Additionally, asymptomatic staff, student teachers and learners who receive negative LFD test results must not regard themselves or behave as if they are free from infection.

Class Maps:

- Public Health Scotland’s Test and Protect support to schools requires a “class map” to identify where all children and young people sit in the classroom. This should also identify any adults who support the class.
- This is designed to support the exercise of identifying close contacts

- As a pre-emptive strategy you are encouraged to prepare these maps in advance to assist in this process in the event that it is required in your school.
- Some P1/P2 classes in primary operate play pedagogy and it is acknowledged that class maps will not be appropriate for these stages.

- Teaching staff should provide HT with a Class map on the day seats are changed.
- P1 and P2 operate play pedagogy, however carpet seats plan should be given to HT if this is a strategy that is being used.

Class Teacher/ HT

When seating arrangements change

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who may have become infected by the confirmed case.

- In this respect you would advise environmental health officers that there is no class map and that the school is following early years guidance for this class / stage.

Enhanced surveillance, testing and outbreak management

- (i) Enhanced surveillance programme
- (ii) Test and Protect
- (iii) Outbreak and case management

Lack of awareness of risks

Regularly remind staff that they will be asked to comment on how they have interacted with children and other adults while in school if they become infected by the virus. Staff should be reminded to regularly consider:

- Have I maintained **at least 1 metre** physical distancing with adults in the school at all times;
- Have I maintained **at least 1 metre** physical distancing with children and young people where possible (where this was not possible, what were the circumstances and how close and for how long was I in close proximity?); and
- Has there been any variation in the class seating plan as a result of absence or when a child or young person (or other member of staff) sat in a different seat during a lesson.
- Issue regular reminder and display posters and signage.

- Staff meetings will include health and safety Standing item to include reminders to all staff.
- Information posters on display throughout school.

HT

Daily/
when
required

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<p>Fire</p>	<ul style="list-style-type: none"> Services users will be reminded of NHS guidance. Refer to: https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19 <p><u>Fire Evacuation / Muster Points</u></p> <ul style="list-style-type: none"> When undertaking fire test drills or procedures where the whole school is evacuated, schools should consider muster points and whether these need to be altered to ensure a greater degree of separation. Where possible schools should consider spacing of muster points to allow for maximum physical distancing between groups of children and young people. Schools should update their fire risk assessments, to take account of the increased risk of having significant amounts of high-alcohol-content hand sanitiser on the premises and compliance with its safe storage requirements. 	<ul style="list-style-type: none"> Staff have a designated area of the all-weather pitch. Janitor to spilt stock of hand sanitiser to various safe areas in the school building. 	<p>HT/SDO/ Janitor</p>	<p>August 2020</p>
<p>Lack of protection from the sun while outdoors</p>	<p><u>Use of Sun cream / provision of sun hats – Spring / Summer Months</u></p> <ul style="list-style-type: none"> Parents should apply suncream to children or young people before arriving at school. For re-application of suncream throughout the day parents should be asked to provide sun cream for the use within school. 	<ul style="list-style-type: none"> Use of Newsletters, Website and Social Media accounts to highlight sun protection and application. 	<p>HT/ Parents</p>	<p>As and when required</p>

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Lack of Compliance with school operational guidance

Coronavirus: reducing risks in schools guidance updated 3 August 2021

- Parents should be asked to provide a sun hat for the use within school.
- Children or young people should keep the sun cream with their own belongings throughout the school day.

Refer to national guidance for:

- Promoting Attendance and reducing absence
- Outdoor learning
- Improvement planning and reporting
- Free School Meals / Access to drinking water
- Class sports days are allowed, whole school events are not. As it should not be necessary for any parental supervision, parents as spectators are not allowed.
- Further information on Physical Education and Expressive arts is available in Annex A attached to this document.

- Where possible and weather permitting children should have the opportunity to take learning outside.

All Staff

As and when required

(The undernoted are from operational guide)

PRACTICAL ACTIVITIES, EXPERIMENTS AND INVESTIGATIONS

- Teachers may need to adapt their approaches to enable learners to carry out these activities in a safe way. SSERC has produced guidance

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on carrying out practical work in Sciences and Technologies for early, primary and secondary levels, including links to helpful resources which are included in the risk assessment.

[Click here for link to Education Scotland Practical Guidance](#)

- Art and Design and Photography
Art and design and photography guidelines have been prepared by Education Scotland with support from teachers and partners.

[Click here for link to Education Scotland Practical Guidance](#)

- PHYSICAL ACTIVITY AND SPORT
Guidance on organised outdoor sport for children and young people should be considered when planning and preparing for physical activity and sport.
- [Click here for primary PE Risk Assessment](#)

[Click here for link to Education Scotland Practical Guidance](#)

- Dance
Dance guidelines have been prepared by Education Scotland

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with support from teachers and partners.

[Click here for link to Education Scotland Practical Guidance](#)

- Music Lessons and Singing
Updated guidance to support delivery of music is now available.
[Click here for link to Education Scotland Practical Guidance](#)

- Drama
Drama guidelines have been prepared by Education Scotland with support from teachers and partners. The guidelines for practitioners and local authority staff will assist with the decision making and safe implementation of drama activities for all school age learners.

[Click here for link to Education Scotland Practical Guidance](#)

Click here for guidance for Technical and Science [Click here for link to Education Scotland Practical Guidance](#)

[Click here for all Education Scotland practical activities guidance.](#)

Beyond Level 0 for Drama, Music, PE

and Dance

While not an update to previous guidance, schools should note that, in line with the move to Level 0 and beyond, children and young people can now engage in all drama, music, PE and dance activity in schools, indoors and outdoors.

Safety mitigations should continue to apply in relevant settings where these activities are taking place (e.g. good ventilation, enhanced hygiene, etc.).

Extra curricular activity and international travel

On 16 April 2021 the Scottish Government published guidance on School Visits (trips / excursions)

Link to Scottish Government Guidance >> <https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/>.

Any new UK Residential and international trips should not be booked until advised that this is safe to do so. You should seek advice from the central resource team about any existing residential and international trips csresources@renfrewshire.gov.uk

Recent Scottish Government guidance advises:

Day Visits

School day visits (i.e visits which go beyond a local excursion and that do not include an overnight stay) can recommence in the summer term subject to a further Scottish Government

- Local Risk assessment for taking the children outside the school grounds will be followed by staff.

All Staff

As and when required

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review of Covid-19 related data in the week commencing 3 May 2021.

Residential Visits

Some aspects of residential educational activity (i.e visits that contain at least one overnight stay) can recommence in the summer term subject to a further Scottish Government review of Covid-19 related data on week commencing 3 May 2021.

Link to Scottish Government Guidance >>

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/>

Guidance on school visits (available at [Coronavirus \(COVID-19\): guidance for school visits and trips - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/)) states that school day visits can now take place (and have been permitted since 10 May 2021) and that school residential visits to outdoor education centres can recommence from 31 May 2021 at the earliest, subject to a number of mitigating actions being put in place. This includes the requirement that residential visits are allowed only when virus prevalence is equivalent to new Covid-19 Protection Levels 0, 1 and 2 at both the school and destination.

International trips should not be booked until advised that this is safe to do so. You should seek advice from the central resource team about any existing residential and international trips

Beyond Level 0

Updated guidance on school visits and trips is now available and should continue to be followed

in the period after return:

[Coronavirus \(COVID-19\): school visits and trips - gov.scot \(www.gov.scot\).](https://www.gov.scot/Topics/healthandcare/coronavirus/covid-19/schoolvisitsandtrips)

Renfrewshire Guidance - International trips should not be booked without reference to head of service (as per Standard Circular 33).

From Level 2

Given the current progress in suppressing the transmission of the virus and the easing of restrictions for children in other parts of society, primary schools may wish to offer some in person transition support from ELC to primary school in June to supplement online transition activities.

- Virtual Transition Programme will be put in place with ELCC being part of this process

HT/DHT

By June 2021

Transitions to Primary School

–
Not maintaining Physical distancing or minimising contact with others

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The Advisory Sub-Group on Education and Children's Issues agreed that transition visits should be done in a way that uses good COVID practice. This includes undertaking transitions with as low numbers as possible and following mitigations required for primary schools. Where possible, primary schools should promote the use of the outdoors for transition days, as that is the safest space in which young people from different settings should mix. However, children do not have to be invited as an entire P1 year group, but could be grouped together according to their ELC setting, or in small groups from several settings. These visits must be supported by a risk assessment and not take place if there is an outbreak in the ELC setting or primary school.

Unless absolutely necessary to offer comfort and support to children who are anxious about the visit or become unsettled during the visit, ELC staff and other adults (including parents) should not be present with the children throughout the transition visit. ELC staff can accompany the children to the school but remain on hand from a safe

distance, such as an empty staff room or playground. They should avoid interacting indoors with school staff and pupils unless absolutely necessary to support the wellbeing of children in their care.

To minimise the number of adults visiting schools, children should be accompanied to transition visits by ELC staff rather than by parents. This should also ensure that the visit is undertaken by someone who is familiar with and used to applying the COVID risk mitigations in education settings. Schools will be able to explain what alternative provisions they have in place to engage with parents remotely to support their child’s transition to school. The Sub-Group also recognised that schools should be able proceed with enhanced in person transition to support children who need it most, allowing children with additional support needs to become familiar with the primary school before they attend in August, in line with responsibilities under the Additional Support for Learning Act. This may involve the attendance of parents but this will be decided on a case by case basis by the school and should be supported by a risk assessment.

Primary class teachers or senior staff can attend ELC settings to meet children who are making the transition to primary school if this is in the best interest of the child. These meetings may be especially important for children with additional support needs. These visits must be risk-assessed and there must be appropriate mitigations in place, in line with the section on visitors to the setting. These visits must not take place if there is an outbreak in the ELC setting or primary school.

Education Scotland have developed some practical advice on supporting the transitions from ELC and into Primary 1 during the pandemic. ELC settings and schools may wish to consider strategies such as:

using Sway or narrated Powerpoints to share information with parents and children;

sharing staff video introductions and welcomes on ELC and or school blogs or Youtube;

school and classroom video tours (both the child and parent's eye level view should be considered when doing this);

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a private Facebook group, or having an email address where parents can ask questions.

a ‘transitions frequently asked questions’ section the setting and/or school website and or newsletter.

Beyond Level 0

Parents/carers may accompany children onto school premises where this is agreed with the school and strictly necessary to support children and young people, for example where there are concerns about individual children making a successful transition from ELC to P1. Any such visits should be risk assessed and agreed in advance as being necessary by schools.

Otherwise, where virtual arrangements for parental engagement are already in place and working well, these should continue to be used.

HT/DHT

As and when required

**P7 – S1
Transitions –
Not maintaining
Physical
distancing or
minimising**

From Level 2

While the undernoted does allow for the mixing of small groups from different schools the recommendation from children’s services senior management team is that primary 7 transition visits to

- School will coordinate with Feeder Secondary school to support Transition
- Parent’s will be informed via relevant platforms.

HT/DHT

June 2021

contact with others

secondary schools should be restricted to “same primary groupings” for the purpose of orientation and outdoor activities. This is in line with the Council’s adherence to safe COVID practice which has been central to the efforts made to suppress transmission of the virus in Renfrewshire Schools.

Scottish Gov Guidance - Given the current suppression of the virus rate and the easing of restrictions for this age group in other parts of society, secondary schools may wish to offer some in person P7-S1 transition in June to supplement online transition activities.

The Advisory Sub-Group on Education and Children’s Issues agreed that transition to secondary school is something that all P7 children should have access to. However, it should be done in a way that uses good COVID practice i.e. keep group numbers down, follow the same mitigations as pupils in S1 etc. Where possible, schools should promote the use of the outdoors for transition days, as that is the safest space in which young people from different

schools should mix.

The Sub-Group also recognised that schools should be able proceed with in person enhanced transition to support pupils who need it most, allowing pupils with additional support needs to become familiar with the secondary school before they attend in August, in line with responsibilities under the Additional Support for Learning Act.

P7 pupils who participate in an in-person transition event at secondary school will be expected to follow the guidance for S1 secondary school pupils. In addition, unless absolutely necessary to the wellbeing of the children involved, the primary school staff and other adults would not accompany P7 pupils on transition visits.

It was recognised that there is a limited time for these activities, and that some schools will have pupils coming from a wide geographical area and/or a large number of different primary schools. Secondary schools could invite, for example, groups of P7 pupils for a tour of the school and an outdoor activity session. Pupils do not have to be invited

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as an entire S1 year group, but could be grouped together according to their primary school, or in small groups from several schools.

Lack of Compliance with Readiness and assurance

Renfrewshire Guidance – All establishments must ensure business continuity arrangements are regularly revised in line with national guidance.

HT

As and when required

Scottish Government Guidance - To achieve collective assurance that the education system has in place the arrangements needed to deal with future outbreaks, schools and local authorities should familiarise themselves with the scenarios, expectations and actions set out at **Annex C**

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Risk Assessment Reviewed by **Mhairi McDonald**

Date: **11th August 2021**

This risk assessment takes account of the following guidance documents and is subject to ongoing daily review and dynamic risk assessment:

- Information from Corporate Health and Safety including safe removal of PPE
- Information from EIS on Physical distancing
- Information from communities and regulatory manager on isolation zones
- Scottish Government Guidance – “Strategic Framework for Reopening Schools and Early Learning and Childcare Provision

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- **Joint UNISON / EIS Checklist – May 2020**
- **Core COVID-19 Information and Guidance for General (Non-Healthcare) Settings Version 4.5 - Publication date: 10 July 2020**
- **Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020: non-statutory guidance to support implementation of a full-time return to school**
- **Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools, version 4.3 published 30 October 2020**
- **Arrangements for the phased reopening of schools in January 2021 – supplementary guidance (updated 6 January 2021)**
- **Arrangements for the phased reopening of schools in March 2021 – Supplementary Guidance Updated 8 March 2021**
- **Coronavirus (COVID-19): Guidance on reducing the risks from COVID- 19 in schools 24 March 2021**
- **Coronavirus (COVID-19): Guidance on reducing the risks from COVID- 19 in schools 19 April 2021**
- **Coronavirus (COVID-19): Guidance on reducing the risks from COVID- 19 in schools 17 May 2021**
- **Coronavirus (COVID-19): Guidance on reducing the risks from COVID- 19 in schools 3 August 2021**

Annex A - Physical education and expressive arts

The table below sets out the physical education and expressive arts activity for children and young people in schools, which aligns with wider societal guidance.

Further guidelines on implementation can be found on the Education Scotland website:
[Practical activities guidelines](#) | [COVID-19 education recovery](#) | [National Improvement Hub](#).

	Strategic Framework	Organised Children’s Activities – provisions as at 21 April 2021	Schools – provisions as at April 2021	Updated guidance to apply to schools and children’s unregulated activities
Level 3	<p>Non- professional performing arts not permitted.</p> <p>Sport all outdoors activity permitted except adult contact. Indoor individual activity permitted. All indoor group</p>	<p>Drama activity permitted outdoors/ digitally.</p> <p>Music (low risk)* activity permitted indoors within the overall cap at each level.</p> <p>Music (higher risk, including singing)** indoor activity not advised, particularly in groups. Limited outdoor activity might be possible but is dependent on risk assessment and decision by individual groups/ service providers. Choirs should not resume.</p> <p>Private tuition (including singing, wind and brass) permitted in people’s homes, with relevant mitigations.</p>	<p>Drama activity is permitted outdoors in small groups and indoors if low risk criteria are met*.</p> <p>Music (low risk)* activity permitted outdoors/ digitally and indoors subject to risk assessment.</p> <p>Music (higher risk, including singing)** is not recommended except in limited circumstances for pupils preparing for assessment.</p> <p>PE and Dance outdoors contact and non-contact PE is permitted. Individual non- contact PE is permitted indoors.</p>	<p>Drama activity is permitted outdoors in small groups and indoors if low risk criteria advised previously by the sub-group are met (i.e. outdoors or virtual activities, normal breathing and volume of speech, individual or small numbers involved)</p> <p>Music (low risk)* activity permitted outdoors/ digitally and indoors subject to risk assessment.</p> <p>Music (higher risk, including singing)** For ELC to Primary 3 singing outdoors and indoors is permitted subject to risk assessment and with appropriate mitigations.</p> <p>For Primary 4 onwards activity is not recommended except in limited circumstances for senior phase pupils preparing for assessment.</p> <p>PE and Dance contact and non-contact PE is permitted outdoors. Individual non-contact activity is permitted indoors in line with sport in the strategic framework. Particular</p>

	Strategic Framework	Organised Children’s Activities – provisions as at 21 April 2021	Schools – provisions as at April 2021	Updated guidance to apply to schools and children’s unregulated activities
	activity permitted for under 18s.			attention should be paid to ensuring effective ventilation, good hygiene and sanitising of shared equipment.
Level 2	<p>Non- professional performing arts permitted outdoors.</p> <p>Sport all organised activity permitted except adult indoor contact sports</p>	<p>Drama activity permitted outdoors/ digitally.</p> <p>Music (low risk)* activity permitted indoors within the overall cap at each level.</p> <p>Music (higher risk, including singing)** indoor activity not advised, particularly in groups. Limited outdoor activity might be possible but is dependent on risk assessment and decision by individual groups/ service providers. Choirs should not resume.</p> <p>Private tuition (including singing, wind and brass) permitted in people’s homes, with relevant mitigations.</p>	<p>Drama activity is permitted outdoors in small groups and indoors if low risk criteria are met.</p> <p>Music (low risk)* activity permitted outdoors/ digitally and indoors subject to risk assessment.</p> <p>Music (higher risk, including singing)** is not recommended except in limited circumstances for pupils preparing for assessment.</p> <p>PE and Dance outdoors contact and non-contact PE is permitted. Group and individual non-contact PE is permitted indoors.</p>	<p>Drama activity is permitted outdoors in small groups and indoors if low risk criteria are met and with appropriate mitigations.</p> <p>Music (low risk)* activity permitted outdoors/ digitally and indoors subject to risk assessment.</p> <p>Music (higher risk, including singing)** For ELC and primary aged children activity outdoors and indoors is permitted subject to risk assessment and with appropriate mitigations.</p> <p>For secondary aged young people activity outdoors is permitted. Activity indoors is not recommended except in limited circumstances for pupils preparing for assessment.</p> <p>One to one lessons (singing, wind, and brass) are permitted indoors for all age groups, with very good ventilation and careful mitigations.</p> <p>PE and Dance</p> <p>For ELC and primary aged children - contact and non-contact physical education is permitted outdoors and indoors with appropriate ventilation</p>

	Strategic Framework	Organised Children’s Activities – provisions as at 21 April 2021	Schools – provisions as at April 2021	Updated guidance to apply to schools and children’s unregulated activities
				<p>and particular attention being paid to good hygiene and sanitising of shared equipment.</p> <p>For secondary aged young people – contact and non-contact physical education and dance is permitted outdoors. Group and individual non-contact physical education and dance is permitted indoors. Contact sport may be permitted indoors subject to risk assessment and appropriate mitigations.</p>
Level 1	<p>Non- professional performing arts permitted indoors.</p>	<p>Drama activity permitted outdoors/ digitally. Indoor activities expected to be permitted in Level 1 and 0 from 7 June.</p> <p>Music (low risk)* activity permitted indoors within the overall cap at each level.</p> <p>Music (higher risk, including singing)** indoor activity not advised, particularly in groups. Limited outdoor activity might be possible but is dependent on risk assessment and decision by individual groups/ service providers. Choirs should not resume.</p>	<p>Drama activity is permitted outdoors in small groups and indoors if low risk criteria are met.</p> <p>Music (low risk)* activity permitted outdoors/ digitally and indoors subject to risk assessment.</p> <p>Music (higher risk, including singing)** is not recommended except in limited circumstances for pupils preparing for assessment.</p>	<p>Drama activity indoors and outdoors is permitted with appropriate mitigations and ventilation. <i>(This brings drama in line with sport in the strategic framework).</i></p> <p>Music (low risk)* activity indoors and outdoors is permitted with appropriate mitigations including ventilation. <i>(This brings activity in line with sport in the strategic framework).</i></p> <p>Music (higher risk, including singing)**</p> <p>For ELC and primary aged children activity outdoors and indoors is permitted as long as careful attention is paid to ensuring effective ventilation. <i>(This brings activity in line with sport in the strategic framework).</i></p>

	Strategic Framework	Organised Children’s Activities – provisions as at 21 April 2021	Schools – provisions as at April 2021	Updated guidance to apply to schools and children’s unregulated activities
	Sport all organised activity permitted except adult indoor contact sports	Private tuition (including singing, wind and brass) permitted in people’s homes, with relevant mitigations.	PE and Dance outdoors contact and non-contact PE is permitted. Group and individual non-contact PE is permitted indoors.	<p>For secondary aged young people activity outdoors is permitted. Activity indoors is permitted subject to risk assessment and appropriate mitigations including effective ventilation and physical distancing.</p> <p>One to one lessons (singing, wind, and brass) are permitted indoors for all age groups, with very good ventilation and careful mitigations.</p> <p>PE and Dance contact and non-contact PE is permitted outdoors and indoors. <i>(This brings activity in line with sport in the strategic framework).</i></p>
For all activity at Level 0, we should be aiming to maintain appropriate mitigations, particularly the higher standards of hygiene and ventilation than were present pre- COVID				
Level 0	Non- professional performing arts all activity permitted.	<p>Drama activity permitted outdoors/ digitally. Indoor activities expected to be permitted in Level 1 and 0.</p> <p>Music (low risk)* activity permitted indoors within the overall cap at each level.</p> <p>Music (higher risk, including singing)** indoor activity not advised, particularly in</p>	<p>Drama activity is permitted outdoors in small groups and indoors if low risk criteria are met.</p> <p>Music (low risk)* activity permitted outdoors/ digitally and indoors subject to risk assessment.</p> <p>Music (higher risk, including singing)** is not recommended except in limited</p>	<p>Drama activity indoors and outdoors is permitted. <i>(This brings drama in line with sport in the strategic framework).</i></p> <p>Music (low risk)* activity indoors and outdoors is permitted. <i>(This brings activity in line with sport in the strategic framework).</i></p> <p>Music (higher risk, including singing)** activity indoors and outdoors is permitted. <i>(This brings activity in line</i></p>

	Strategic Framework	Organised Children’s Activities – provisions as at 21 April 2021	Schools – provisions as at April 2021	Updated guidance to apply to schools and children’s unregulated activities
	Sport all activity permitted.	<p>groups. Limited outdoor activity might be possible but is dependent on risk assessment and decision by individual groups/ service providers. Choirs should not resume.</p> <p>Private tuition (including singing, wind and brass) permitted in people’s homes, with relevant mitigations.</p>	<p>circumstances for pupils preparing for assessment.</p> <p>PE and Dance outdoors contact and non-contact PE is permitted. Group and individual non-contact physical education is permitted indoors.</p>	<p><i>with sport in the strategic framework).</i></p> <p>One to one lessons (singing, wind, and brass) are permitted indoors for all age groups, with relevant mitigations.</p> <p>PE and Dance contact and non-contact physical education is permitted outdoors and indoors. <i>(This brings activity in line with sport in the strategic framework).</i></p>
Beyond Level 0	No Restrictions			

* Music (low risk) in line with the sub-group’s previously stated definition i.e. percussion, keyboards, strings and guitars.

**Music (higher risk, including singing) in line with the sub-group’s previously stated definition i.e. singing, wind (including pipes) and brass.

Annex B: Face covering guidance during levels 4, 3 and 2 and return in August 2021

Face Coverings	Secondary School	Primary School	ELC
To be worn by adults where they cannot keep two metre distance from other adults and / or children and young people. (August 2021 Return 1 metre distance applies)	✓		
To be worn by adults where they cannot keep two metre distance from other adults. (August 2021 Return 1 metre distance applies)	✓	✓	✓
To be worn by adults when not working directly with children, for example when moving around settings, when gathering in staff, office and admin areas, and in canteens	✓	✓	✓
Should be strongly encouraged for parents and other visitors to the school site (whether entering the building or otherwise) including parents at drop-off and pick-up	✓	✓	✓
Classroom assistants and those supporting children with Additional Support Needs, who routinely have to work within two metres of secondary or special school pupils, should wear face coverings as a general rule. However, this should be balanced with the wellbeing and needs of the young person, recognising that face coverings may limit communication and could cause distress to some young people.	✓		
Any adult wishing to wear a face covering should be enabled to do so.	✓	✓	✓
To be worn by pupils and adults in communal areas in schools.	✓		
To be worn by ALL SECONDARY pupils in classrooms	✓		
To be worn by senior secondary pupils attending college or university for courses, or workplaces for training / work experience.	✓		

Key scenarios - expectations and actions to ensure readiness

Scenarios

Schools and local authorities should ensure readiness for the following key scenarios, in view of the uncertainty around the path of the virus in the future. These actions will help contribute to the development of a “pandemic-proof” education system:

1) Scenario 1 (Removal or reintroduction of mitigations – schools remain open): Ensuring readiness for an outbreak or moving between the protection levels should these require to be reinstated at either the national or local level, introducing or easing mitigations accordingly and within a carefully considered and agreed timeframe in the school environment.

2) Scenario 2 (Partial attendance – school buildings remain open): Partial attendance/remote learning where self-isolation of large numbers of staff/pupils disrupts full-time in-school learning.

3) Scenario 3 (Partial attendance – school buildings remain open): Partial attendance of pupils to facilitate re-introduction of physical distancing where required, e.g. in the event of a beyond-level 4 national lockdown scenario, or where local health protection teams advise this as being necessary to control transmission.

4) Scenario 4 (Full remote learning for all pupils – school buildings closed): No physical attendance at school for pupils except for key worker and vulnerable children, e.g. in the event of a beyond-level 4 national lockdown scenario, or where local health protection teams advise this as being necessary to control transmission.

The table below sets out shared expectations in respect of readiness to deal these four key scenarios, and the actions that should be taken to ensure readiness and minimise education disruption as a result of Covid.

Scenarios: Readiness				
Scenario(s)	Issue	Expectations	Actions to ensure readiness	Complete
1, 2, 3, 4	Risk assessments	All relevant risk assessments are kept up to date for relevant scenarios.	<ul style="list-style-type: none"> Follow guidance on preparation and maintenance of risk assessments as set out in Reducing Risks Guidance, including in respect of joint working between local authorities, staff and trade unions. 	
1, 2, 3, 4	Communications with staff	All staff are aware of the actions required to reintroduce or remove mitigations, the timescales required, and how they can best support pupils to ensure educational continuity.	<ul style="list-style-type: none"> Specify responsibility within the school for communications with staff in these circumstances. Provide time for teachers and other school staff to read associated comms and become familiar themselves with any changes. 	
1, 2, 3, 4	Communications with parents and pupils	All pupils and families are aware of the actions required to reintroduce or remove mitigations, the timescales required, and how they will be supported to ensure educational continuity.	<ul style="list-style-type: none"> Specify responsibility within the school for communications with staff in these circumstances. 	

1, 2, 3, 4	Reducing Risks Guidance and local desk instructions	All key staff and pupils have access to and understand the guidance on which mitigations should be in place dependent on the scenario.	<ul style="list-style-type: none"> • Ensure key people within school have strong understanding of Reducing Risks guidance, and can inform communications to wider staff and pupils on this subject. 	
1, 2, 3, 4	Remote learning lesson plans	Plans for remote learning have been developed and can be deployed in line with Education Scotland guidance, in the event that smaller or larger numbers of pupils and/or staff have to self-isolate. Previously agreed Education Scotland/CERG guidance makes clear that class teachers retain responsibility for planning and organising children’s and young people’s learning, with learning supported by parents and carers.	<ul style="list-style-type: none"> • Ensure awareness of Education Scotland guidance on remote learning expectations. • Ensure awareness of Support for Continuity in Learning guidance, which focuses on ASN. • Maintain (and, where appropriate, revise) previously-developed remote learning lesson plans that can be deployed for relevant year groups and scenarios. • ES and local authorities to ensure schools, learners and parents are aware of the NELO offer* including live, recorded and supported resources for both the BGE and Senior Phase. • Continue to maintain two-way communication arrangements with parents in relation to remote learning, as appropriate. • Bear in mind the additional support and advice that may be needed for parents in particular circumstances, including parents for whom English is an additional language, parents of children in Gaelic Medium Education (where Gaelic may not be the main language used in the home), parents of children with additional support needs and parents with fewer financial resources or time/capacity to support their children’s learning. • * Note: Resources to support Gaelic Medium Education are also available via the NeLO by searching “Gaelic” or “Gaelic Medium Education” in the search bar on the main NeLO landing page. Information on e-Sgoil’s Gàidhlig Bheò is available via the e-Sgoil website. Education Scotland’s Scotland Learns web resource contains a dedicated section on GME. 	
1, 2, 3, 4	Remote learning materials	Children and young people have been provided with the non-IT materials needed to ensure effective remote learning (e.g. writing equipment, notebooks, etc.)	<ul style="list-style-type: none"> • Ensure awareness of Education Scotland guidance on remote learning expectations. • Identify which non-digital resources should be provided to pupils to support remote learning and how these will be distributed – 	

			these will usually be similar to those provided under normal classroom settings (e.g. art materials, textbooks, etc.)	
1, 2, 3, 4	IT and connectivity	IT needs of staff and pupils for remote learning for small numbers of pupils self-isolating are met in advance.	<ul style="list-style-type: none"> • Ensure an understanding of IT and connectivity requirements amongst pupils and staff. • Schools and local authorities to liaise on provision of additional devices and connectivity where required. • Ensure staff awareness of relevant support, including tax relief for additional costs for electricity, water and phone calls. 	
1, 2, 3, 4	Professional learning for Remote Learning	Staff have been provided with guidance and training to allow them to support remote learning effectively, particularly in respect of use of IT.	<ul style="list-style-type: none"> • Support awareness and uptake of available local and national professional learning opportunities (including via Education Scotland’s digilearn.scot) on use of digital technology to support learning and teaching. 	
1, 2, 3, 4	Wellbeing support	Clear wellbeing support arrangements are in place to deal with range of scenarios and their potential impacts on staff and pupils.	<ul style="list-style-type: none"> • Ensure staff awareness of local and national wellbeing support, and encourage uptake. • Ensure pupil awareness of local and national wellbeing support, and encourage uptake. 	
3, 4	Identification of key worker and vulnerable children	Schools and local authorities have identified key worker and vulnerable children in advance, and can update their understanding of this rapidly in the event it is required.	<ul style="list-style-type: none"> • Local authorities to agree with schools an approach to identifying key worker and vulnerable children in line with national guidance, and to maintain a regularly updated understanding of this in support of contingency planning. 	
1,2,3,4	Staffing	Sufficient staff are available (via supply lists or additional capacity across system) to support implementation of contingency plans.	<ul style="list-style-type: none"> • LAs and schools to factor in potential contingency requirements when making use of additional central funding for staffing, in line with guidance on workforce planning in Reducing Risks guidance. 	
1, 2, 3, 4	School transport	Requirements for mitigations on school transport in different scenarios are fully understood and can be implemented to required timescales by operators. School transport arrangements support partial attendance where required. Agreements in place with operators on approach to be taken in event of partial attendance.	<ul style="list-style-type: none"> • Local authorities to continue joint planning with school transport operators to ensure readiness for these issues. 	