



Stirling Council

Schools, Learning and Education

Reducing Risks in Schools (formerly Planning for Return to Schools Full time) v5

4 November 2020

Scottish Government has developed guidance to support schools in reducing risks for all children, young people and staff taking full account of progress made in suppressing Covid-19 in Scotland, the scientific advice received and the advice of the Education Recovery Group and other key stakeholders.

This advice note is a working document which has been prepared for heads of establishment based on the most recent national guidance available. This document will be updated to reflect further national guidance as it occurs, with changes since previous version highlighted. More specific advice for ELC establishments and for supporting children with additional support needs is also available.

Up-to-date guidance and advice can be found at:

[GLOW Tile: Stirling Policies, Guidelines & Forms - Covid-19 Guidance](#)
[The Source – Covid-19 Guidance](#)
[Stirling Council Employees Coronavirus Tile \(via ERIN\)](#)

Risk Assessment

- Develop a risk assessment for re-opening of school in line with Covid-19 guidance. The Return to Schools RA Covid-19 v5 template provides starting point. Risk assessments should be in line with the relevant local protection level of the Strategic Framework, and reviewed and updated as appropriate as circumstances change.
- Complete Stirling Council 'Premise/Location Assessment Control Form Covid-19 Secure'.
- Update and adapt other relevant risk assessments to take account of guidance.
- Risk assessments should be shared with staff and trade unions, including catering, facilities management teams and contractors where appropriate.
- Covid-19 occupational risk assessment tool should be completed in line with Stirling Council guidance. Develop individual risk assessments for any children and staff who require these, in partnership with the individual or parent/carer. A sample form is available as a starting point and guidance is available.
- Schools should communicate with all school staff, children, young people and parents/carers and visitors regarding health and safety.

Enhanced Hygiene

- All staff must undertake [Covid-19 mandatory Training on MyLO](#) at the earliest possible opportunity.
- Provide guidance and reminders about [handwashing](#). [Hand Hygiene – Children’s pack](#) may be helpful.
- Hand sanitisers should be available at entry/exit points to allow all building users to wash/sanitise their hands as they enter/leave the building.
- Ensure that children, young people and staff can wash hands with soap and water or use hand sanitiser at each entry and exit from the classroom, including at all transitions. Hand sanitisers will also be available at all classroom entry/exit points.
- Handwashing should take place at the nearest sink to designated room. Soap, hand dryers or paper towels and bins must be available for hand washing.
- When using hand sanitiser provide reminders to ensure that all liquid has evaporated before touching any surface or using a naked flame.
- Encourage children and staff to avoid touching their faces including mouth, eyes and nose.
- Schools should involve children in making plans to ensure continued rigour with hand hygiene.

Tooth-brushing Hygiene

- Tooth brushing can continue where there are adequate facilities to do so. Schools operating toothbrushing should follow the [Childsmile updated guidance](#)
- Schools may wish to consider appropriate timing for beginning toothbrushing programme.

Respiratory and Cough Hygiene

- Encourage adults and children to cover their mouth and nose with a tissue when coughing or sneezing, put their tissue in bin immediately and then wash hands. CATCH IT, BIN IT, KILL IT!
- Ensure paper tissues and sufficient bins that are emptied regularly for tissue waste are available in all rooms.

Food and Drink Hygiene

- Where possible, staff and children should bring filled water bottles from home.
- **Subject to risk assessment, water fountains may be used if:**
 - Arrangements are made with assets team and integrated facilities management to ensure water testing and being part of daytime cleaning regime (touch point).
 - They are used for filling up drinking cups and replenishing water bottles/containers only

- Contact between the spout, drinking cups and water bottles/containers being filled is avoided
- Appropriate supervision can be provided to use water fountains safely
- Alternative arrangements for provision of water may include availability of jugs of water in classrooms, or request to bring more water from home.
- Staff should use their own crockery/cutlery in staff areas and ensure these are cleaned with warm general purpose detergent and dried thoroughly before being stored for re-use, or taken home daily.

Laundry

- Store laundry with Infection Control Guidance. Laundry should not be shaken before being loaded and must be washed at highest temperature possible. Buckets etc. used to store dirty laundry must be cleaned and disinfected after each use.

Cleaning

- Cleaning services have developed a specification which will be shared with schools.
- Remove unnecessary furniture and resources available to support effective cleaning.
- Keep all desks and work/rest areas clear to allow for easy cleaning/disinfecting.
- When one member of staff replaces another, the desk and IT contact surfaces they have been using must be cleaned with disinfectant/wipes. Avoid sharing of work stations where possible.
- Use only products supplied for cleaning workstations etc.
- Doors may be wedged open (other than fire doors), where appropriate, to reduce touchpoints. If unclear, the Assets Team can advise on which doors are fire doors.

Resources (Fomites) Cleaning and Hygiene

- Avoid unnecessary resource sharing including textbooks. Cleaning between uses should be in accordance with the Health Protection Scotland Guidance for Non-Healthcare Settings.
- Avoid the sharing of stationery and other equipment where possible.
- Only allow children access to toys and equipment that are easy to clean. Dressing up, soft furnishings, porous items, loose parts, water, sand trays, play-doh etc. should only be used by consistent groupings of children and should be part of relevant risk assessments.
- Resources, including board games, should not be shared between rooms at this time.
- Encourage children not to bring toys from home to the setting or to share their personal belongings.

- Children, young people and staff can take books and other resources home. Library books should be quarantined for 72 hours upon return to the library.
- Careful washing with soap and warm water/use of alcohol-based hand sanitiser before and after handling jotters (or other pieces of equipment) mitigates the need for quarantine. Staff should also avoid touching their mouth, nose and eye area.

Heating and Ventilation

- The latest scientific advice identifies that natural ventilation is an important factor in mitigating against the risk of COVID-19, as evidence suggests there are increased risks in poorly ventilated spaces. There is therefore a need for an appropriate supply of fresh air to assist with minimising the risk of virus transmission. There is also a need to maintain indoor temperatures for reasons including comfort, health and wellbeing, and learning and teaching.
- It should be noted that measures to improve ventilation are only one part of the overall package of control measures in schools. Schools should continue to ensure a focus on implementation and maintenance of wider controls including personal hygiene, enhanced cleaning and physical distancing.
- Schools should adopt strategies that help balance requirements for ventilation with internal temperatures and conditions, in line with [School Premises \(General Requirements and Standards\) \(Scotland\) Regulations 1967](#). The revised Ventilation and Heating Guidance from Scottish Government provides a reminder that for classrooms there should be 2 air changes per hour (air exchange) and a minimum temperature of 17°C.
- The primary effective method of increasing natural ventilation remains the opening of external doors, vents and windows. Wherever it is practical, safe and secure to do so, and appropriate internal temperatures can be maintained in line with statutory requirements, this approach should be adopted. Keeping doors open (with appropriate regard to safety and security) may also help to reduce contact with door handles. 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 able to keep external doors and windows open as often, or for as long as in warmer weather periods.
- The measurement of air exchange rates is complex and dependent on a number of variables including wind speed and direction. Accurate measurement requires special equipment and expertise. As a result, the focus of advice to schools is on ensuring sufficient ventilation to enable air flow.
- In line with Scottish Government guidance, consideration has been given to the role of CO2 monitors in monitoring ventilation in consultation with colleagues in Infrastructure Delivery. In the classroom context, CO2 monitors were not deemed necessary, as with some form of natural ventilation CO2 levels are unlikely to be an issue.

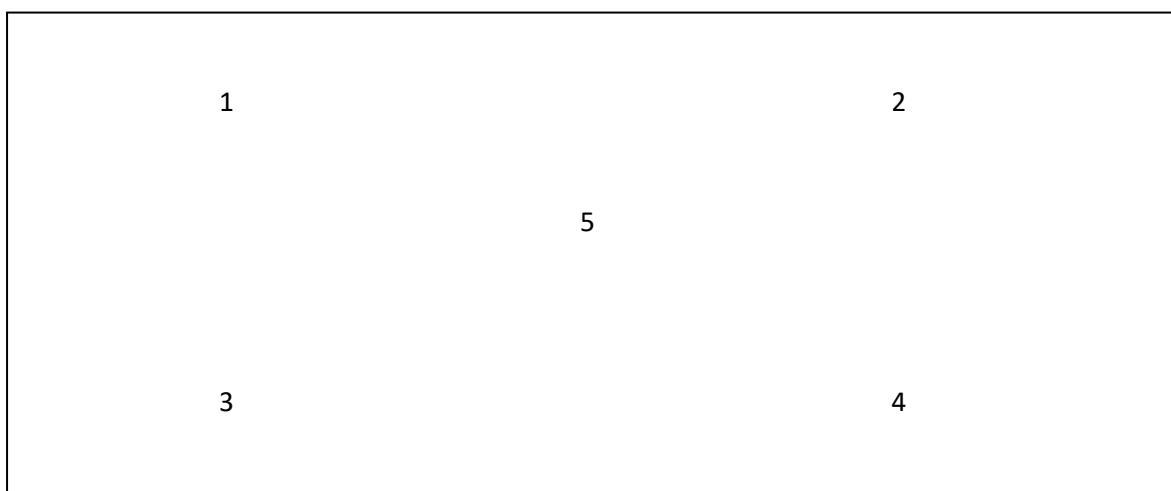
- Recommended approaches, the suitability of which will depend on a range of local factors including weather conditions, include:

Ventilation

- Partially opening doors and windows to provide ventilation while reducing draughts. Ideally, all windows should be open to some degree at all times.
- Opening high level windows, in preference to low level, to reduce draughts.
- Where it is not possible to open all windows, opening a door or window at opposite ends of the room encourages air flow.
- During unoccupied periods (e.g. between classes, during break and lunch), windows, vents and doors should be left open for as long as possible without the room cooling down to a point where it is unable to recover to a reasonable temperature for re-occupancy.

Temperature

- Flexibility in the clothing worn while indoors.
- Adapting seating plans where possible, to reflect individual temperature preferences/needs.
- Heating timings have been extended centrally to ensure heating is on across the full day from Monday 26 October 2020.
- Digital thermometers will be provided for all classrooms, to monitor temperature. These should be positioned away from direct draughts (open windows/doors) and ideally as near to the centre of the room as possible. Where there are concerns about temperature, readings should be taken from 5 different points across the room. The thermometer should be left until a stable reading is observed at each of the 5 locations, then an average taken of these 5 readings. See diagram below.



- There may be short times in the day when the temperature will drop below the minimum, if this occurs you should consider reducing ventilation for a time to allow the temperature to build up.

- **What to do if you are finding it difficult to maintain the balance of minimum temperature and adequate ventilation?**
 - Staff should raise concern with their Line Manager.
 - If Line Managers require further support or guidance they should contact Link Officer who will liaise with appropriate colleagues as necessary.

Physical Distancing

- Scottish Government guidance is that, on the basis of scientific advice and subject to risk mitigation measures, there is no requirement for physical distancing between pupils in primary schools.
- Scottish Government guidance is that the scientific advice is that physical distancing between young people in secondary schools is not required to ensure a safe return to schools. The evidence for this is less clear for older pupils, thus where there are opportunities to further minimise risk these should be encouraged. As a precautionary approach secondary schools should encourage distancing where possible between young people particularly in the senior phase.

When planning mitigations, two broad categories to consider are decreasing interaction and increasing separation. Mitigations that schools may consider include:

- Encourage children and young people to maintain distance where possible, particularly indoors. Use signage to remind children and staff.
- Avoid situations that require young people to sit or stand in direct physical contact with others.
- Discourage social physical contact (hand to hand greeting/hugs)
- 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.
- Where children and young people need to move about within a classroom organise this to minimise congregation around particular areas, for example to collect resources.
- Young people in the senior phase may require to spend time in college environments – guidance for colleges has been published and should be referred to.
- Wherever possible, keep children and young people within the same groups for the duration of the school day. Allocate staff to the group, with changes of staff being minimised. Where possible allocate groups a specific room for their time in school.
- **Encouragement of set seating plans, even across different subject classes, is likely to reduce the number of close contacts needing to self-isolate if a case of COVID arises.**
- Consider how to reduce the movement of groups across different parts of the school where possible. Arrange for staff to move to groups (as opposed to vice versa).

- Large gatherings and crowded spaces should be avoided. Use shared areas e.g. gym with caution, and with one group at a time.
- At this time, avoid activities which bring together more than one group e.g. assemblies.
- Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. If required, consider a rota/ 'toilet tags' etc. Consider access to toilets from outdoors.
- Maximise use of outdoor space. Timetabling of smaller outdoor spaces/partitioning of spaces may be helpful. Ensure children with disabilities or complex needs are not disadvantaged.
- 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.
- **Where possible, maintain class groupings at break and lunchtimes.** Staggered break/lunch times, designated outdoor areas and eating in classrooms or outdoors may support this.
- In secondary schools, 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.
- Ensure risk assessments and signage are in place for use of lifts.

Physical distancing and minimising contact for adults

- Two metre physical distancing between adults, and between adults and children/young people who are not from the same household should be maintained. This includes non-staff adult visitors to the school e.g. contractors, deliveries etc. Minimise visitors to only those who are essential.
- **Where adults cannot keep 2m distance, face coverings should be worn.**
- Movement between schools of temporary/supply/peripatetic staff should be kept to a minimum, where possible. This includes attendance at school of those who visit, such as visiting teachers, psychologists, nurses and social workers. Schools should liaise to consider plans for staff.
- In primary schools, music and PE teachers have been allocated to one establishment at this time. This will be reviewed following further advice, or at least termly.
- All staff can operate across different classes and year groups within a setting where this is necessary in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, 2m distancing from learners and other staff should be maintained as far as possible.
- With regard to movement of primary NCCT teachers between classes and across settings, this is permitted but should be minimised wherever possible. Schools should be encouraged to follow SNCT and LNCT guidance on how flexibility of time over a 2 or 4 week period may help to reduce movement of staff across classes.

- Identify maximum numbers in staffrooms/other shared staff bases. Additional spaces should be identified if insufficient space for staff.
- Advise contractors/deliveries that arrival should be timed to avoid drop off/pick up times.
- Ensure appropriate signage at entrance for visitors.

Entry/exit from school

- Advise parents not to congregate outside the school.
- Face coverings should be worn by parents and other visitors to the school site (whether entering the building or otherwise), including parents at drop-off and pick up.
- Consider, as required, separate entry/exit points to school grounds for parents/carers and children.
- Consider, as required, designating class areas for children to wait before entry to school.
- Consider, as required, additional entry/exit points to the school building to minimise interaction.
- Consider, as required, staggered start and finish times, in family groups. A 'no bell' strategy may be helpful in some schools.
- Plan for children going straight to their allocated room on arrival.
- Consider implementation of one way system in corridors and stairways; arrows/signage may be helpful.
- Consider coat, schoolbag, lunch bag storage.

Evacuation Procedures

- As required, modify and update fire risk assessments and evacuation procedures. Muster points should also be adapted if required. Appropriate signage should be in place. Any changes to entrance/exits must be noted on updated fire risk assessments and fire evacuation plans.
- As per normal procedures, ensure registers of pupil groups are available at all times.
- Record staff rotas/working patterns and ensure availability in event of evacuation. Ensure staff sign in/out daily.
- Arrange fire drills which ensure all groups of children and staff have the opportunity to practice. Arrange at earliest opportunity on return and at more regular intervals than usual.

PPE and other protective barrier methods

For the majority of staff in schools, PPE will not normally be required or necessary. Where it is required or necessary the following arrangements will apply.

Personal Protective Clothing (PPE)

- All staff must undertake [Covid-19 mandatory training on MyLO](#)
- Use PPE in line with risk assessments.
- Staff should always use PPE (disposable gloves and aprons) where there is a need for an individual child/young person, such as personal care, where staff come into contact with blood and body fluids or lift children.
- For supervision of children displaying symptoms of suspected Covid-19, gloves, aprons and a fluid-resistant surgical mask should be worn by staff.
- 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.
- Raise issues with PPE immediately when levels drop to, or approach, the designated restock level.
- Local infection control procedures that outline safety and protocols should also be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.

Face coverings

Face coverings should be worn in line with protection levels in the Strategic Framework.

- Anyone (whether adult or pupil) wishing to wear face protection should be enabled to do so. Some children and young people may need additional support/reassurance about the reasons for adults or children wearing face coverings.
- Face coverings should also be worn in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):
 - by adults where they cannot keep 2 metres from other adults and/or children and young people across primary and secondary. The “sustained period” caveat no longer applies.
 - By adults when not working directly with children, e.g. when moving around settings or within staff rooms, administrative areas or canteens across all school settings.
 - By young people in secondary schools when not in class or when eating or drinking
 - by adults and young people in classrooms in senior phase (Levels 3 & 4)
 - by SLAs and those supporting children with additional support needs who routinely have to work within 2 metres of children and young people as a general rule.

- 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).
- Schools should raise awareness amongst children, young people and staff about the use of face coverings, in line with national guidance:
 - 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 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.
- Additional support needs should be considered in wearing of face coverings. Establishments may need to consider use of transparent face coverings in some instances.
- Equity must be considered in relation to cost of face coverings. No-one should be excluded from education on the grounds that they are not wearing a face covering.

Enhanced surveillance, testing and outbreak management

Zero tolerance of symptoms should be in place – anyone with a high temperature, new continuous cough, loss or (or change in) sense of smell or taste, or who has had contact with a family/community member with symptoms should not attend/should be asked to return home and be tested.

Test and Protect

- Familiarise yourself with Test and Protect (Test, Trace, Isolate and Support) strategy.
- [NHS Inform - Test and Protect](#)

Isolation in the event of child/adult displaying Covid-19 symptoms

- See flowcharts (Appendix 1 and Appendix 2 of Re-opening of Schools Risk Assessment). Display flowcharts in key areas in school for easy access, e.g. staffroom, SLT office, Admin office, identified isolation room.
- PPE including masks must be available for use if isolation is required for an individual.
- Identify a room as the Isolation Room, with clear signage and good ventilation.

- Inform HT immediately if a child or adult display any signs or symptoms associated with coronavirus. Parent of the child must be contacted immediately to collect their child and suitable arrangements must be made for the young person and any siblings to return home, where possible avoiding public transport.
- If a staff member develops symptoms of coronavirus in the workplace, they should follow [public health guidance](#). They should leave work and self-isolate straight away and, if possible, wear a face covering en route and avoid public transport. They should go online to www.nhsinform.scot or, if unable to get online, call 0800 028 2816, to arrange to get tested.
- Until the staff member has been tested and told if it is safe to leave home, they must not come in to work, and must report they are self-isolating to Occupational Health via First Day Reporting on 0330 660 0365, also informing their Line Manager. This means they will not need to request an isolation note through [NHS Inform](#).
- Keep child with symptoms safe and away from other children and staff – in the designated isolation area until collected by parent. Any siblings in school should also be taken home at the same time.
- Call 999 and let them know you are concerned about coronavirus if individual is so unwell that they require an ambulance.
- Area where child was sitting (desk, chair, touch points) should be cleaned using identified cleaning product. There is no need to move other children from the room.
- Cleaning of the isolation room should be arranged by contacting aitchisona@stirling.gov.uk.
- Shut off any air conditioning to and from the room. Once a person with suspected Covid-19 symptoms has left the premises, resources/equipment and touch areas, not covered by usual cleaning should be cleaned and disinfected (following appropriate protocols)
- All persons (staff and pupils) who have been in the vicinity of the person showing symptoms must immediately wash their hands using warm water and soap for at least 20 seconds.
- Once vacated, the isolation space itself must be treated by following the above measures. The second isolation room space then be made ready.
- Contact Link Officer for the establishment, copying in: fanningj@stirling.gov.uk, assetsupport@stirling.gov.uk, educ-covid@stirling.gov.uk
- NHS Advice: Keep away from others and stay at home to stop the infection spreading. Further advice regarding staying at home is available at [NHS Inform](#).
- If case is confirmed:
 - HT must complete a corporate health and safety incident form **by end of next working day**.
 - Notify Care Inspectorate of outbreak via e-forms if in nursery.

Curriculum and assessment matters

- Schools may wish to consider the increased use of outdoor spaces.
- If outdoor equipment is being used, schools should ensure that multiple groups do not use it simultaneously, as well as considering appropriate cleaning between groups of children using it. Consider appropriate clothing for the particular outdoor activity.
- The [Outdoor Learning Directory](#) provides links to a variety of resources that can be filtered by subject area and curriculum level. Support and guidance on risk assessments advice can be found on the [Going Out There](#) framework.
- Practitioners may need to adapt their approaches for practical, ‘hands-on’ learning and activities, experiments and investigations to enable pupils to carry out these activities in a safe way.
- Guidance on organised outdoor sport for children and young people should be considered when planning and preparing for physical activity and sport. Risks continue to be reduced when learning outdoors.
 - Children aged 11 and under can play organised contact sport both indoors and outdoors.
 - Organised outdoor contact sports such as rugby can take place for all ages.
 - There is a limit of 30 on the total number of people who can be coached in outdoor coaching sessions.
 - When in an indoor facility, those aged 12 and over can participate in organised contact and non-contact sport.
 - Under Level 4 mitigations, PE should only take place out of doors. If weather is extremely bad, schools may use their judgement as to whether it is safe for children to be outside.
- Singing, theatre performance, or playing wind/brass musical instruments should be avoided during the initial return to schools. Scientific and medical advice around how activities such as singing, talking at volume e.g. in theatre performance, or playing wind/brass musical instruments can be managed safely is still being developed.
- Assessment of progress in learning should be planned and agreed at the start of the school session to ensure that evidence of progress is being systematically gathered for individual learners. There is guidance from [Education Scotland](#) to support this process.

Promoting attendance

- Some parents/carers may be concerned about their child returning to school, and consider withholding their child until reassurance is provided. In these circumstances schools should engage with those parents and carers to provide reassurance on any concerns, overcome any barriers to learning, and support attendance.
- Stirling’s guidance on promoting attendance and managing absence makes clear the importance of relationships with families in promoting good attendance. The National Parent Forum is producing guidance for parents on the return to school.
- Additional codes have been developed within SEEMiS to support the recording and monitoring of attendance and absence, including specific codes relating to COVID-19.

Transport

- The Transport Co-ordination team are developing plans with providers and will share information with parents.
- Consider, as required, potential congestion at drop off and pick up times for those being transported.
- For those arriving by car, parents may be encouraged to park further away from the school and then walk with their children to avoid congestion.
- Encourage parents and children and young people to walk or cycle etc to school where possible. If bikes are stored in racks, consideration should be given to the cleaning of these areas and to reducing time spent at the bikes stores/shed.
- Face coverings should be worn on designated school transport by all children over the age of 5, unless exempt.

Catering

Adaptations have been made to catering provision for schools at this time. These are temporary changes and will be reviewed as we move into different phases and restrictions ease.

School lunches – Primary Schools

- Packed lunch only option will be available. Offer will be varied, not only sandwiches.
- This will be available for children entitled to free school meals and those who choose to pay.
- Ordering and payment will be done in usual way on the day through ParentPay.
- Lunches will be delivered to classrooms and catering staff will clear mess and waste when children go outside afterwards.
- Children will generally eat lunches in their classrooms, or outside arrangements may be possible dependant on weather.
- Arrangements can be made for use of dining halls where there is capacity in discussion with school catering team.

Packed Lunches – Primary Schools

- Children may bring packed lunches from home.
- Home packed lunches must stay with the child, i.e. in schoolbag under desk in classroom.

- Children bringing packed lunches from home must take home any remaining food/waste in their packed lunch box where possible. Messy items may be disposed of in the bin by the child where this can be safely managed. Catering staff should not need to clear home packed lunch waste.
- Parents should be reminded about any food allergies in their child's group.
- Healthy option home packed lunches should be encouraged.

Home Lunches – Primary Schools

- Children should not go home for lunch, at this time, unless individual circumstances mean this cannot be avoided. Discuss with individual parents, if required.

Free school meals

- Families should be encouraged to apply for free school meals if circumstances have changed. This may be particularly appropriate for children moving from P3-P4. Flexible entitlement still available if required.
- If children who are entitled to Free School Meals need to isolate as a result of symptoms or contact tracing, the school should make the offer of provision. Arrangements should be discussed with catering services.

School Lunches – Secondary Schools

- Secondary schools should ensure lunchtimes are managed in a way that mitigates risk.

Breakfast Clubs

- Breakfast clubs which focus on food provision can operate if appropriate risk assessments can be put in place. Arrangements in relation to operation of breakfast clubs should be discussed and agreed with Jennifer Abernethy prior to any change.

Uniform

- School uniform brings a sense of belonging and normality and some schools may wish to make minor adaptations in discussion with Parent Council.
- Consider availability; ability to purchase, increased outdoor learning.
- School uniforms/clothing and staff clothing should be washed/cleaned as normal. Any arrangements in place to support washing of school uniform and clothing should be continued.
- Flexibility should be offered in relation to school uniform, ensuring children and young people are able to wear additional layers

- Particularly in secondary schools, young people should be encouraged to arrive at school in their PE kit on days when PE lessons will take place, and, where possible, wait until they get home to change.

Workforce

- Consider contingency plans due to lack of available staffing.
- No students will be placed in schools prior to the October 2020 school break.
- Schools should ensure that appropriate support for professional learning and wellbeing is provided to all staff.

Supporting the Wellbeing of Children and Young People

- Planning for the return to school should ensure that the health and wellbeing needs of children can be met. This will be particularly important in planning for transition into P1, GIRFEC planning, prevention activity including surveillance (vision screening) and immunisations, and health developmental interventions.
- Schools should ensure that all staff, including catering and cleaning staff, are aware of safeguarding procedures.
- Prioritise support for the mental health and wellbeing of children, young people and staff, alongside infection control measures.

First Aid

- Consider availability of first aiders and training for additional first aiders.
- See guidance in Risk Assessment.

Additional Support Needs

- Consider supports required for children with additional support needs. It will be important as part of the risk assessments carried out to consider the individual needs of a child or young person.
- Link with relevant services in relation to individual children's needs.
- Refer to additional local and national guidance.

Contingency Planning

- Schools will re-open full-time. However, schools should have plans in place to be able to change arrangements at short notice, if required. This includes a contingency plan for temporary closure, blended learning or provision for children who are self-isolating.
- Schools should ensure that parents and carers are fully informed of the contingency plans in place.

Communication

- Effective communication with parents/carers, children, staff and trade unions will be very important. All parents/carers, children, staff and trade unions should be aware of how schools will communicate with them and how they can communicate with schools.
- Staff, children and parents/carers should be aware of how effective communication will continue in the event that children and/or staff are not able to be in school.

Communications for *staff* may include:

- Guidance for arrival.
- Plans in relation to work patterns.
- Reminders about good hygiene practice, including in staff areas.
- Risk assessment guidance - keep records of staff having read & understood risk assessments.
- Information about how to raise matters and provide feedback.

Communications for *parents/carers and children* may include:

- Making parents aware of drop-off and pick up arrangements e.g. different entrance and exit, staggered start times. Children should only arrive at their allocated start time, and should leave at end time.
- Making clear that parents should not congregate at the start/end of day.
- Share recommendations about safe travel to/from school where appropriate.
- Provide information re lunch arrangements, resources to bring, water bottles etc.
- Advise parents/carers and children not to enter the school grounds if displaying symptoms.
- Information about how to get in touch with the school and how to raise concerns.
- Schools should also consider how they continue to engage parents and families as part of the school community and in school decision making. Schools should consider the steps that can be taken to continue and support activities such as Parent Council meetings, parents' evenings and subject choice discussions.
- Schools will wish to develop arrangements for good quality dialogue with and communication with children and young people. Pupil Councils, pupil panels and pupil participation remain very important at this time.