

Department: Education and Children's Services

## RISK ASSESSMENT



Process/Activity: COVID-19 Infection Prevention & Control

Location: All ECS Establishments

Date: 09.03.2021 V008

Describe activity: ECS establishments opening August 2020 to children, young people, staff, visitors and contractors.

Establishment Name and Location: Instrumental Music Service

Isolation Room Location in Establishment: Instructor to be informed

**Please save a copy of the template before updating so the master template is not populated with school specific information.**

**THIS RISK ASSESSMENT NEEDS TO BE TAILORED TO EACH ESTABLISHMENT AND SHARED WITH ALL STAFF.**

**CONSIDER PUBLISHING ON THE SCHOOL'S WEBSITE.**

### Contents:

1. Additional Guidance for partial return 15.03.21
2. Enhanced Level 4 Control Measures from 06.01.2021
3. General Control Measures
4. People Symptomatic Attending ECS Establishments
5. Protection When Dropping Off And Picking Up From Establishments
6. When Contractors/Visitors Come On Site
7. Protection When Moving Round Designated Areas In School
8. Supporting Children and Young People With Additional Support Needs
9. Illness and Accidents During Attendance At Establishments
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12. Staff Areas/Bases
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Hazard	Person/s Affected	Risk	Risk level before controls are in place (delete as appropriate) Low, Medium & High	Control Measures	Risk level after controls are in place (delete as appropriate) Low, Medium & High
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Spread of infection	Staff Children & young people, Visitors	Cross contamination of infection. Infection of staff, children and visitors	L	M	H	<b>Additional Guidance for Partial Return From 15.03.21</b>  <a href="https://www.gov.scot/Topics/healthandcare/coronavirus/covid-19/schools-reopening">Coronavirus (COVID-19): guidance on schools reopening - gov.scot (www.gov.scot)</a>	L	M	H
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The [NERVTAG advice](#) on Mitigations to Reduce Transmission of the New Variant SARS-CoV-2 Virus concluded that a step change in the rigour of application of mitigations is required, given the increased transmission risk associated with the new variant. Schools and ELC settings should therefore place a high priority on reinforcing the current mitigations designed to reduce the risk for children, young people and staff and as set out in the existing [guidance on reducing the risks from COVID-19 in schools](#) and the equivalent [guidance on ELC settings](#).

2m distancing should be put in place at the current time between all secondary-aged learners, in addition to continuing to be in place for staff in secondary schools. This applies to all learners in secondary schools including vulnerable children and the children of key workers. Physical distancing requirements in primary schools remain unchanged e.g., 2m distancing between adults not from the same household should be maintained. There should also be 2m distancing between adults and children whenever possible.

Recommended that 1m distancing should apply on school transport for secondary schools. Requirement for strict 2m distancing in secondary schools may be relaxed when young people are outdoors for outdoor activities and learning.

Senior phase pupils studying SCQF level 6 Foundation Apprenticeships in Engineering and Scientific Technologies can start a limited return to college sites for essential practical coursework.

[Prioritising the return of senior phase learners: Technical guidance for providing senior phase practical work in-school \(education.gov.scot\)](#) which includes the advice:

- Existing provision for key worker children and vulnerable learners must be factored in when planning in-school provision for practical work, and these groups must be kept separate.
- Different entrances/exits should be used for senior phase learners attending for this purpose and for the children of key workers and vulnerable learners who are attending for their existing provision.

Additional guidance: [Coronavirus \(COVID19\): Advisory Sub-Group on Education and Children's Issues – advice on mitigations to minimise transmission during phased return to in-person learning - gov.scot \(www.gov.scot\)](#)

Spread of infection	Staff, Children & young people, Visitors	Cross contamination of infection, Infection of staff, children and visitors	L	M	H	<b>ENHANCED LEVEL 4 CONTROL MEASURES in place from 06.01.2021 for the attendance of children of key workers and vulnerable pupils.</b>	L	M	H
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Guidance available for parents and carers can be found [here](#).

Children of key workers can attend school from 06.01.21 for school age education and childcare during normal school operating hours. Households where both parents are Category 1 or 2 key workers (or one parent in a single parent household) are prioritised. Please view [Scottish Government guidance on key workers and Category 1 and 2 definitions](#). During the period of lockdown all school staff and staff providing daycare of children's services, including early learning and childcare, who are required to attend their work in person would qualify as category 1 or 2 key workers.

- Children on the shielding list should not attend settings (If Level 4 continues for an extended period individualised risk assessments may make it possible for these children to attend. This decision would be made by the secondary care (hospital) clinical team caring for the child.
- Continued care and support for vulnerable pupils will be in place from the period of 6 January.
- If absolutely necessary re-group vulnerable pupils and children of key workers (i.e. move them into different groups to those they were in prior to the festive break). This should be kept to the minimum necessary to ensure effective, safe learning and teaching arrangements are in place. It should be done in a way which meets children's needs and enables them to engage in learning and teaching which is age and stage appropriate. Upon a full return to school, children and young people may return to their original groupings.
- Line managers should ensure that individualised risk assessment for clinically vulnerable school staff and pupils as set out in the '[reducing risks in schools guidance](#)' should be followed. Staff should speak to their employer to ensure all appropriate protections are in place. Line managers should ensure clinical advice is taken fully into account when agreeing appropriate mitigations with employees.
- Use individualised risk assessments to ensure appropriate protections are in place. For example - protective measures in workplace; option to work remotely or carrying out different tasks in workplace. If protections cannot be put in place staff should contact their GP to see if they require a "fit to work" note. (The Chief Medical Officer will issue a letter, which is similar to a fit note. This letter will last as long as the Level 4 restrictions apply. Being a receipt of a letter does not automatically mean staff should not attend work, but very careful consideration should be made as to how they can be protected if they do).
- Information on shielding, including who would be considered within the highest risk group, is available in [COVID-19: shielding advice and support](#). Where concerns exist, [guidance for people with underlying health conditions](#) has been prepared and will continue to be updated
- Schools should be prepared to engage in enhanced testing, if recommended by Incident Management Team.
- Physical education within school settings should only take place out of doors. If weather is extremely bad, then schools may use their judgement as to whether it is safe for children to be outside.
- The provision of non-essential activities or clubs outside the usual school timetable should be paused. This does not include regulated childcare operating from school premises.
- All staff and pupils should wear a face covering in classrooms during lessons in secondary schools (S1-S6) where pupils are attending the school.

Spread of infection	Staff, Children & young people, Visitors	Cross contamination of infection, Infection of staff, children and visitors	L	M	H	<b>GENERAL CONTROL MEASURES</b>	L	M	H
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Encourage and support all children, young people, staff and any others for whom it is necessary to enter the school estate to maintain COVID-secure personal hygiene throughout the day and ensure continued rigour about hand hygiene.

- frequent washing/sanitising of hands for 20 seconds and drying thoroughly, and always when entering/leaving the building, before/after eating and after using the toilet.
- encouraging children, young people and staff to avoid touching their faces including mouth, eyes and nose.
- using a tissue or elbow to cough or sneeze and use bins that are emptied regularly for tissue waste.

In line with national guidance, hand sanitiser stocks have been provided to all schools to allow for provision at entry/exit points and a small number of key areas to complement existing hand washing facilities. There is currently no expectation that sanitiser will be made available in classrooms and/or other areas. While sanitiser can be made available for the purposes of convenience, regular hand washing with soap and water should remain the preferred method of hand hygiene for all.

Provide supplies of resources including tissues, soap and hand sanitisers.

The response to the coronavirus COVID-19 outbreak is complex and fast moving. Advice from Government sources will be shared with staff daily on the Aberdeenshire Council staff COVID-19 site: <https://covid19.aberdeenshire.gov.uk/>. **Sector Advice Card** found [here](#). Please display in school to signpost to guidance. COSLA advice can be found [here](#).

[Updated advice 'on reducing the risk in schools'](#) released [30.10.20](#) can be found [here](#).

### **Health and safety advice on latex gloves**

Disposable Nitrile gloves are usually the glove of choice, during the Covid-19 Pandemic.

Due to known latex allergy risks, latex gloves must only be purchased where there is a reason for them to be used and the [guidance for the use of latex gloves](#) must be followed before staff use the gloves.

### **Health and safety advice on face masks**

All PPE identified by a risk assessment and used to protect employees from infection with COVID 19 must be worn as directed. Type IIR face masks are classed as PPE and as such must not be modified in any way as this would then reduce the protection that the mask offers.

A 3D face bracket (an inner support for face masks) has been used by some staff to add extra comfort when wearing a mask to make it more breathable and stop glasses from fogging. These inserts must not be used when wearing a type IIR mask as the protection offered by the mask cannot then be guaranteed

### **Face Coverings – Updated guidance from 31 August 2020:**

A further [update](#) was published on 30 October. NHS guidance to wearing Type IIR mask in schools found [here](#).

A definition of face coverings (which should not be confused with PPE) can be found in [Covid-19: staying safe and protecting others](#), including Type IIR face masks. Some individuals are exempt from wearing face coverings and exemption information can be found [here](#).

Face covering should be worn in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):

**At Levels 0-2 Type IIR masks** should be worn by adults where they are working directly with others and cannot keep two metres from other adults and / or children and young people across primary and secondary (but with ELC models permitted for early stage, P1-2, as before). **Face coverings** should be used by adults when not working directly with children, for example when moving around settings or when in staff rooms, administrative areas or canteens across all school settings. At all times when adults in primary schools, and adults and young people in secondary schools, including special schools are moving around the school in corridors, office and admin areas, canteens (except when dining) and other confined communal areas, (including staff rooms and toilets

See advice below regarding when Type IIR masks should be worn. [Link to ELC guidance doc found here](#)

**At Levels 3-4 face coverings** should also be worn by adults and young people in classrooms in secondary schools .

**At all Levels face coverings** should be used by adults when not working directly with children, for example when moving around settings or when in staff rooms, administrative areas or canteens across all school settings. At all times when adults in primary schools, and adults and young people in secondary schools, including special schools are moving around the school in corridors, office and admin areas, canteens (except when dining) and other confined communal areas, (including staff rooms and toilets);

**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.

**Pupil Support Assistants and those supporting children with Additional Support Needs** who routinely have to work within two metres of **children and young people** should wear **Type IIR face masks** as a general rule. However, the use of opaque face coverings should be balanced with the wellbeing and needs of the young person - appropriate use of transparent face coverings may help in these circumstances.

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 face masks should be worn (see School Transport section).

Other than where schools are using ELC models and guidance in the early stage (P1-2), where adults cannot keep 2m distance and are interacting face-to-face with other adults and/or children and young people, Type IIR (or, in certain specific circumstances, PPE- see section on PPE and other protective barrier measures, below) should be

worn at all times. This applies to all staff including support staff and Pupil Support Assistants. Transparent face-coverings may be supplied where appropriate and used where there is a risk of detriment to the child's health and wellbeing.

□ In **special schools and units**, and where there are groupings of children with complex additional support needs, the balance of the staffing complement, the groupings of children and young people and their needs, and therefore the staffing and resources required, (PPE, cleaning of equipment), should be considered/assessed throughout the school day.

Instructions on how to put on, remove, store and dispose of face coverings must be provided to staff and pupils:

- Face coverings must not be shared
- Hands should be cleaned by appropriate washing or hand sanitiser before putting on or removing the face covering
- Face covering of an appropriate size should be worn
- 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.

Contingency measures need to be in place for pupils/staff who have forgotten their face covering or in instances where anyone is struggling to acquire a face covering.

Impact of wearing face coverings on learners with additional support needs and learners who are acquiring English as a language should be considered, and possible clear alternatives explored.

**Anyone (staff or pupil) who wishes to wear a face covering is free to do so.**

Additional guidance is listed below for Early Learning and Childcare Services with links: [here](#). And good infection control guidance specifically for nurseries: [Infection Prevention and Control in Childcare Settings \(Day Care and Childminding Settings\)](#) and put in place the guidance from Health Protection Scotland. ELC Risk assessment [here](#).

Additional guidance for all staff who work with and support children and young people with additional support needs can be found [here](#). This includes ASL Teachers, Pupils Support Assistants, Pupil Support Workers, School Escorts, Aberdeenshire Specialist Technology Service (ASPECTS), Educational Psychology Service, English as an Additional Language (EAL) Service, School Counsellors, Sensory Support Service.

([Document1: Covid-19 Guidance ASL Teachers, Pupil Support Assistants Pupil Support Workers](#); [Document2: Covid-19 Guidance ASN Peripatetic Services](#); [Document 3: Covid-19 Guidance Escorts](#); [Document 4: Guidance on re-opening school age childcare services ASN](#); [Document 5: ASN FAQs](#)).

Risk Assessment EPS for visiting schools can be found [here](#)

**Visiting Staff Guidance:**

Staff Type	Working Location	Guidance
ASN Pupil Escorts	Transport	<ul style="list-style-type: none"> <li>Do not work with more than 2 contacts per day</li> <li>A contact is defined as one child, a group of children (may be a class), a single member of staff, a group of staff, a parent or carer, a family group.</li> <li>Schools using ASN transport should provide Type IIR face covering/PPE to Pupil Escort. Schools also to support Pupil Escort in their understanding of their responsibilities in adhering to the infection control procedures.</li> </ul>
ASN Staff (e.g. ASN Teachers, PSAs, PSWs)	Base school only location	<ul style="list-style-type: none"> <li>Follow school's own guidance and risk assessment as other school staff</li> </ul>
ASN Peripatetic Staff (e.g. ASN Teachers, PSAs, PSWs)	Base school & one other location per week	<ul style="list-style-type: none"> <li>Follow the school guidelines in their base school (i.e. the school that the staff member works most of the week in)</li> <li>Only visit one school per day on days not in base school</li> <li>Do not work with more than 2 contacts per day in schools that are not base school</li> <li>A contact is defined as one child, a group of children (may be a class), a single member of staff, a group of staff, a parent or carer, a family group.</li> </ul>
ASN Peripatetic Staff (e.g. Relief PSAs)	Working in more than 2 schools per week & does not have a base school	<ul style="list-style-type: none"> <li>Do not visit more than one school per day</li> <li>Do not work with more than 2 contacts per day</li> <li>A contact is defined as one child, a group of children (may be a class), a single member of staff, a group of staff, a parent or carer, a family group.</li> <li>A school will need to know whether a PSA has worked in other schools within the last 7 days, and whether they are working with any other schools, as that will influence whether they need to take into account the number of contacts that that PSA can have during their time in the school.</li> </ul>
ASN Support Services (e.g. EPS, EAL Service, Sensory Support Service, Counselling Service) and Allied Health Professionals	Working in more than 2 schools per week & does not have a base school	<ul style="list-style-type: none"> <li>Continue to offer a service remotely where possible</li> <li>Do not visit more than one school per day</li> <li>Do not work with more than 2 contacts in a school</li> <li>A contact is defined as one child, a group of children (may be a class), a single member of staff, a group of staff, a parent or carer, a family group.</li> </ul>
Visiting Specialists	Various schools across clusters	<ul style="list-style-type: none"> <li>Maximum of 2 schools per day, no limit on number of groups but staff advised to reduce the number of interactions</li> <li>Measures to mitigate risk must be followed – 2m social distancing, good hand hygiene etc</li> <li>Reduce number of visits where practical, i.e. if usually 3 schools per day – reduce to maximum of 2</li> <li>Undertake risk assessment for each staff member</li> </ul>

Supply Teacher	Various schools across clusters	<ul style="list-style-type: none"> <li>• Maximum of 1 school per day, no limit on number of groups but staff advised to reduce the number of interactions</li> <li>• Measures to mitigate risk must be followed – 2m social distancing, good hand hygiene etc</li> <li>• Reduce number of visits where practical, i.e. if usually 3 schools per week – reduce to maximum of 2</li> <li>• Undertake risk assessment for each staff member</li> </ul>
Music Instructors	Various schools across clusters	<p><b>Secondary:</b> Current guidelines provide that one-to-one lessons in music and music technology can only go ahead for senior phase pupils in very limited circumstances. This limited return is for the purpose of completing the learning and teaching of critical practical work in relation to qualifications in 2021 that can only be carried out in school.' The presumption remains that if work can be undertaken remotely, then it should be. Limited 'in-school' provision should only be considered when it is 'absolutely necessary' to support learning within these strict confines.</p> <p><b>Primary:</b> When all year groups are attending school, video conferencing will be more limited. Therefore, Head Teacher, Instructor as well as parent/pupil are required to be agreement that face to face delivery, with adherence to robust safety , is appropriate and therefore permissible</p> <ul style="list-style-type: none"> <li>• Measures to mitigate risk must be followed – 2m social distancing, good hand hygiene etc</li> <li>• Maximum of 2 schools per day, reduce number of visits where practical to ideally 1 school per day where possible (originally was in the region of 3-4 schools per day)</li> <li>• Consider fortnightly visits so 1 school per day can be achieved</li> <li>• Consider online learning using Glow or Goggle platforms</li> <li>• No brass or woodwind physical instruction at the moment. Consider talking through lesson instead or online learning. <b>See SQA update P23</b></li> <li>• See whole school risk assessment template for more information</li> </ul>
Janitorial Staff	Cluster Schools	<ul style="list-style-type: none"> <li>• Where possible a maximum of 2 schools per day, this can be extended at the discretion of the Supervisory Janitor on the undertaking of a dynamic risk assessment</li> <li>• Measures to mitigate risk must be followed – 2m social distancing, good hand hygiene etc</li> <li>• Reduce number of visits where practical</li> </ul>

Covid-19 – Guidance for non-healthcare settings is available [here](#).

Health and Safety advice available on Arcadia [here](#) by accessing this link, including: How to handwash, Putting on & removing PPE, Decontamination & cleaning processes for facilities, Optional & mandatory wearing of face coverings:

Health, Safety and Wellbeing policy is available [here](#).

## **PPE**



For the majority of staff PPE will not normally be necessary. Use of PPE in school should be based on a clear assessment of the risk and need for an individual child, ie personal care. Where colleagues need to work in close proximity to a child or children, the school will provide Type IIR face mask / PPE for that purpose.

**Types of PPE required for specific circumstances:**

- ROUTINE ACTIVITIES – No PPE required
- SUSPECTED COVID-19 – A fluid-resistant surgical mask (Type IIR) should be worn by staff in they are looking after a child or young person who has become unwell with symptoms of COVID-19 and 2m distancing cannot be maintained while doing so. If the child or young person who has become unwell with symptoms of COVID\_19 needs direct personal care, gloves, aprons and a fluid-resistance surgical mask (Type IIR) 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. Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.
- INTIMATE CARE – Gloves and apron. Risk of splashing mitigated with the wearing of fluid-resistant surgical mask – Type IIR and eye protection. Gloves and aprons worn when cleaning the area.

**Special Consideration for Certain Groups**

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

Advice is available [here](#) for the education of pupils who are unable to attend school due to ill health. Schools will wish to maintain plans for remote education for some pupils.

Link [here](#) for an occupational risk assessment from the Scottish government and recommended by Health & Safety colleagues for managers with members of staff returning from shielding.

Enhanced measures apply to children and young people, and staff, at highest clinical risk in schools in local areas at Protection Levels 3 and 4

**Protection Level 3 – Enhanced protective measures**

- All staff and pupils should wear a face covering in classrooms during lessons in the senior phase.
- Parents or guardians should discuss with their GP or clinician whether children with the highest clinical risk should still attend.

Employers should ensure that individualised risk assessments for school staff members with the highest clinical risk are in place and updated appropriately

**Protection Level 4 - enhanced and targeted protective measures**

- The current advice is that children on the shielding list should not attend in person.
- Employers should ensure that individualised risk assessments for school staff members with the highest clinical risk are in place and updated appropriately
- Schools should be prepared to engage with enhanced testing responses to Covid outbreaks in schools, where recommended by the Incident Management Team.
- Physical education within school settings should only take place out of doors
- Pausing of the provision of non-essential activities or clubs outside the usual school timetable.

Consider the possibility of clinically extremely vulnerable staff working from home, (for example, supporting remote education), or where that is not possible, carry out the lowest-risk roles on site, with social distancing of at least 2m.

Clinically extremely vulnerable staff electing to waive this right must have discussed it with their doctor and head teacher.

Ensure up to date risk assessments for children on EHC plans, carried out with educational providers, parents/carers and appropriate health practitioners, to ensure child is at no more risk in the school setting than at home.

Parents and carers may wish to have a discussion with their child's healthcare team if they are unsure or have queries about returning to school because of their health condition.

### **General Advice - Staff and Pupils**

Identify those staff or pupils who are, or who live with someone who is, symptomatic or a confirmed case of COVID-19. They cannot return to school until self-isolation is over. Set up clear, repeated messaging to parents/carers that pupils must not attend if they, or a member of their household, has COVID-like symptoms or a positive test. Aberdeenshire Council staff can access testing advice [here](#)., with NHS advice [here](#).

Movement between schools should be kept to a minimum until further notice. Consider lower risk methods for some input – digital/virtual means, or outdoor settings. Where movement across locations is necessary to deliver school operations the number of interactions should be minimised. It is recommended that staff who have a closer interaction with pupils limit their movement between schools to two sites per day, for example teaching staff, temporary/supply staff and visiting specialists. Members of the janitorial team who have a more limited interaction with pupils and other staff can consider undertaking additional site visits to undertake facility management tasks following recommended control measures of social distancing and handwashing/hand sanitising.

Guidance for ASL Teachers, Pupils Support Assistants, Pupil Support Workers, School Escorts, Aberdeenshire Specialist Technology Service (ASPECTS), Educational Psychology Service, English as an Additional Language (EAL) Service, School Counsellors, Sensory Support Service can be found [here](#). [ASN FAQs](#).

Consider adapting working practices for administration staff. For example, stagger times at which work is done in the school office, or breaks are taken; restructure workflows to allow for physical distancing of 2m to be implemented. Consider rota of staff to provide reception cover, allow enough staff cover in school offices. Minimise movement of individuals between workstations. Where they are shared make sure there is cleaning between use.

Plan to resume taking twice daily registration and record the appropriate absence codes both existing and COVID-19 related. Registration must be in accordance with Guidelines on Managing and Promoting Pupil Attendance in [Nursery, Primary and Special Schools](#) and [secondary schools](#).

A risk assessment needs to be completed for all pupils attending multiple educational settings and consideration needs to be given to groupings. Young people in the senior phase may require to spend time in college environments. They should ensure that they follow the [guidance on the appropriate approach to these specific circumstances while on campus](#). This has now been included in updated guidance for colleges.

Where possible groups should be kept apart. For example, in open plan areas consider clear demarcation and separation between areas. Reduce the movement of groups across different parts of the school estate where possible.

Schools should avoid assemblies and other large group gatherings. Where this is necessary to do so alternative mitigating actions should be put in place, such as limiting the time spend together.

Clear signs displayed as reminders to staff and children regarding social distancing and how to handwash properly. Reinforce messaging regarding handwashing if sneezing or coughing. Children should be supervised and supported to follow guidance.

Consideration given to emergency evacuation procedures/ fire drill & muster point – adjustments to be made locally to emergency evacuation procedures to keep 2m separation where possible for staff. Drill practice to be carried out with staff and pupils lead by the Head Teacher. However, when not a drill all people occupying the site should evacuate as quickly as possible (without panic) and then when at assembly point they can revert to physical distancing.

Consider suggesting that staff hair tied back where appropriate and clothes changed daily. Children encouraged to also tie hair back.

### **Support for minority ethnic children, young people and staff**

The concerns within Minority Ethnic communities must be recognised and individual requests for additional protections should be supported wherever possible.

Local authorities should ensure that managers in school have sensitive, supportive conversations with all Minority Ethnic staff, which also consider their health, safety and psychological wellbeing and personal views and concerns about risk. Wellbeing support services should be promoted to all Minority Ethnic staff.

Employers should be mindful of their duties under the [Equality Act 2010](#) at all times. All Minority Ethnic staff from South Asian backgrounds with underlying health conditions and disabilities, who are over 55, or who are pregnant, should be individually risk assessed, and appropriate reasonable adjustments should be made following risk assessment.

### **General Advice - Facilities**

Ensure regular cleaning (at least twice daily) of commonly touched objects and surfaces (e.g. handles, shared surfaces desks / technology surfaces / dining tables), toilet areas, changing rooms and staff areas. Additional cleaning will be provided by Cleaning Services. Where there may be capacity gaps the janitorial team will help support where there is capacity to do so. The allocation of this will be based on formula based on school size.

Pre-Covid 19 expectations would apply for cleaning down areas. Cleaning materials to be made available throughout the day for staff and there will be provision of adequate cleaning resources for staff to prepare their own workspaces for working. There is no expectation that teaching or PSA staff to clean communal areas or toilet facilities. The location of materials will be agreed locally, and Janitorial Staff can provide assistance in provision of materials.

As a minimum, frequently touched surfaces should be wiped down at the beginning, and, or end of each day, and more frequently during the day depending on the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. When cleaning surfaces it is not necessary to wear PPE. Health Protection Scotland documentation can be found [here](#).

When using Covid Guard please ensure that all surfaces are wiped down after the contact time has passed. Other products may be used on the same surfaces and while not dangerous the effectiveness of the disinfection process may be reduced if the guidance is not adhered to.

In its undiluted form Covid Guard should not be stored with Oxivir or Sani 4 in 1.

Janitorial staff will be able to support with the provision of bins for tissue waste in classrooms. Highlight missed opportunities for social distancing and appropriate handwashing where staff, pupils or parents forget the safety rules.

All toilet areas to contain signage highlighting good handwashing routines.

### **Ventilation**

Leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation. Open windows to improve the flow of air where possible.

Where it's not possible to keep doors and windows open centralised or local mechanical ventilation is present, systems should, where possible, be adjusted to full fresh air. When changing filters enhanced precautions should be taken. Ensure systems do not automatically adjust ventilation levels due to differing occupancy levels.

Measures to improve ventilation should be viewed as just 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, symptom vigilance, enhanced cleaning and distancing.

Schools should as a minimum ensure that adequate levels of ventilation and appropriate temperatures are maintained, with reference to the School Premises Regulations. 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 obligations, this approach should be adopted.

Fire Safety Risk Assessment should always be reviewed before any internal doors are held open

### **Ventilation**

- 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)

### **Temperature**

- providing flexibility in permissible clothing while indoors.
- designing seating plans to reflect individual student/staff temperature preferences
- adjusting indoor heating to compensate for cold air flow from outside (e.g. higher system settings, increased duration)

Centralised or local mechanical ventilation systems should wherever possible be adjusted to full fresh air. Air recirculation should be avoided or minimised.

Updated guidance for ventilation can be found [here](#)

Janitorial Support Teams are able to support with the logging of any calls concerning window opening faults if detected. FES have been advised to prioritise any calls for windows that cannot open / are hard to open.

Some schools may require the controlled propping open of fire doors to enable queuing for lunch lines. There are also circumstances where there are internal classroom spaces and offices that do not have ventilation. Advice from Health & Safety colleagues is that under certain circumstances internal fire doors can remain open whilst the space is in use.

However, internal fire doors **must** be close should an evacuation take place, when the space is not in use and a responsible adult must be present if propped opened and the Fire Risk Assessment updated. These temporary procedures are only allowed as a result of the need to ensure ventilation in all spaces where people are present and revised documents must be shared with all relevant parties.

External Fire Doors if opened to facilitate lunchtime queues must be supervised by a responsible adult and details of this temporary measure added to the Fire Risk Assessment and revised documents shared with all relevant parties.

People with symptoms attending ECS sites	Staff, Children & young people, Visitors	Infection of staff, children and visitors	L	M	<b>H</b>	<b>PEOPLE SYMPTOMATIC ATTENDING ECS ESTABLISHMENTS &amp; TESTING</b>	<b>L</b>	M	H
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Remind staff, pupils and parents that they **should not** come to school if they or someone in their household has developed symptoms (new persistent cough, fever or loss of, or change in, sense of smell or taste) They should self-isolate straight away, stay at home and arrange a test via [www.nhsinform.scot](http://www.nhsinform.scot) or the staff referral portal. Remind all staff and pupils of this each day.

The current asymptomatic testing offer is for school staff and senior phase pupils. Asymptomatic testing does not replace other mitigations. Symptomatic staff, student teachers and learners should not use lateral flow tests and must not attend school sites. PCR test must be accessed. If symptomatic person has a LFD negative test result they should still self-isolate and arrange a PCR test.

Guidance should be followed from NHS Inform and from [Test and Protect](#) here. Schools should ensure they understand this process and cases in schools, as complex settings, will be prioritised and escalated to specialist Health Protection Teams.

Establishment to use existing methods and channels of communication with parents/carers to reduce the need for face to face meetings/contact: Expressions App; text; email; phone; Website; and other social media as used by the school.

Remind all staff that if they or pupils develop symptoms, they should be sent home. Have a location where potentially symptomatic pupils can be located until they can be collected.

Spread of infection.	Staff, Children & young people, Visitors	Cross contamination of infection. Infection of staff, children and visitors	L	M	H	<b><u>PROTECTION WHEN DROPPING OFF AND PICKING UP FROM THE ESTABLISHMENT</u></b>	L	M	H
<p>Signage and information added to the entrance of the site. Information shared on school websites and social media.</p> <p>Consider staggered drop off/pick up times or locations. Consider where children go when they arrive at the facility. Consider the arrangement of parents not to enter the PLAYGROUND or BUILDING unless in an emergency unless this is not possible due to restricted external space on pavements – each site needs to be assessed to establish the practicalities of restricting parents from the playground.. Consider advising parents not to wait and maintain 2m social distancing. If parents/carers are dropping off children, they should wear face coverings. 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.</p> <p>Car-sharing with children and young people of other households should be discouraged</p> <p>Social distancing should be adhered to. Staff/ volunteer / visitor distance of 2m. All staff, parent/carers, children and visitors to wash hands before coming to setting, build handwashing into daily routine.</p> <p>On entering and leaving the building, hand sanitiser should be made available. Everyone should use this before moving to wash their hands thoroughly at the nearest available handwashing area when entering the building. When pupils are leaving the building they should be encouraged to sanitise their hands.</p> <p>No visitors, parents, carers beyond front door where possible. All participants to remain within restricted designated areas.</p> <p>Consider discouraging parents/carers from dropping off items for pupils at reception to reduce potential transfer of infection.</p> <p>Children and young people should wherever possible be encouraged to not bring toys from home or to share their personal belongings. However, if a child brings their own items from home only they use this to not increase the risk of indirect spread of virus.</p>									
Spread of infection. Infection of staff,	Staff  Children & young people	Cross contamination of infection.  Infection of staff, children and visitors	L	M	H	<b><u>WHEN CONTRACTORS / VISITORS COME ONTO SITE</u></b>  <b><u>All visitors to complete a compulsory track and trace QR Code data sharing procedure or sheet before gaining access to site. This is separate to signing in sheet to follow GDPR guidance. This information is retained by the school office.</u></b>	L	M	H

children & visitors.	Visitors								
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Please find guidance [here](#) for QR Code Set Up. Please find a copy of the Data Collection Sheet [here](#) & GDPR Template [here](#). Guidance on Collection of Visitor Details [here](#).

Set up social distancing at reception areas. Minimise person to person contact by putting procedures in place for deliveries and facility management work. ALL visitors into the building, including delivery drivers MUST provide track and trace information. Reception windows should remain closed where possible.

There is a legal duty to provide welfare facilities and washing facilities for visiting drivers. Establish what facilities visitors would be directed to for this activity in your setting.

Contractors arriving at site are directed by signs to main entrance where possible. To follow same hand sanitising and handwashing rules as per other visitors and staff. Social distancing must be adhered to at all times.

Canteen deliveries to use separate entrance where possible. To follow same hand sanitising and washing rules as per other visitors and staff. Delivery staff to follow social distancing guidance and NOT enter the school site. If this is not avoidable then a track and trace data sharing sheet must be completed in all cases and given to the school office.

Social distancing should be adhered to. Staff/ volunteer / visitor distance of 2m where possible. Type IIR Face masks to be worn by adults where distancing of 2m cannot be achieved.

### **Instrumental Instructors**

Instructors should ensure prior arrangements are made for access to school buildings. A dedicated space for the day of attendance should be made available for the provision of Instrumental Music Tuition within the school to be used solely for the provision of Instrumental Music Tuition with adequate ventilation where possible. Where this is not possible effective cleaning should take place prior to and after use.

Additional breaks of a duration agreed by the school/department and instructor or IMS Manager, should be timetabled for each room to ventilate rooms as a range of different pupils will be taught in the same room during the day.

Instructors must familiarise themselves with Scottish Government Track and Trace guidance as well as school Track and Trace policies and procedures

### **Individual and Class Photos**

QIM advises schools to make decisions based on local circumstances regarding individual and class photos resuming in schools. Previous routine may not be able to take place. School RA should be updated to include this activity. Social distancing, good hand hygiene to be included as appropriate.

Spread of infection.	Staff	Cross contamination of infection.	L	M	H	<b><u>PROTECTION WHEN MOVING AROUND THE DESIGNATED SCHOOL AREAS</u></b>	L	M	H
Infection of staff,	Children & young people					To help with maintaining distancing for young people in secondary schools use of marker tape on the floor and consider the implementation of one-way systems to assist movement around school buildings and	<div style="border: 1px solid black; padding: 5px;"> <p>Not all cases will show symptoms &amp; social distancing challenging to maintain with children so risk assessed as low to medium.</p> </div>		

children & visitors.	Visitors	Infection of staff, children and visitors				<p>site. Social distancing should be adhered to by all staff and pupils. Distance of 2m where possible from other adults and pupils. Where this is not possible a Type IIR face mask should be worn as per guidance and will be provided.</p> <p>Reduce the need for people to move around site, and between classrooms as far as possible to reduce the potential spread of any contamination through touched surfaces. Where this cannot be avoided, the provision of appropriate cleaning supplies to enable them to wipe down their own desk/chair/surfaces before leaving and or, especially, on entering the room, especially in secondary schools.</p>			
Risk of infection of children with additional support needs	Children & young people	Risk of not following existing procedures for pupils	L	M	<b>H</b>	<p><b><u>SUPPORT FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS</u></b></p> <p>Review any Personal Evacuation Emergency Plans (PEEPS) to ensure that arrangements are still adequate and relevant. Update the Fire Evacuation Procedure to reflect any changes and share information with all staff.</p> <p>Where manual handling / personal care is required, at least two members of appropriately trained staff should be available. It should be established if this additional support is needed and wear PPE where providing direct personal care. Only essential staff should enter the designated room where personal care is being carried out. Please click on <a href="#">link</a> for the correct methods of putting on, and removing PPE. Establish a cleaning routine for specialist equipment for children with additional support needs, sensory rooms, to ensure safe use. Risk Assessment created for Special Schools/Community Resource Hubs personal care found <a href="#">here</a>. Guidance on re-opening school age childcare services - Additional Support Needs Summary can be found <a href="#">here</a>. <a href="#">ASN FAQs</a>.</p>	<b>L</b>	M	H
Infected person attending the site	Staff, Children & young people, Visitors	Risk of infection to other people	L	M	<b>H</b>	<p><b><u>ILLNESSES AND ACCIDENTS DURING ATTENDANCE AT ESTABLISHMENTS</u></b></p>	<b>L</b>	M	H
Guidance document for first responders <a href="#">here</a> that covers the use of PPE and CPR. Please click on <a href="#">link</a> for the correct methods of putting on, and removing PPE.									



The symptomatic individual may also be asked to wear a Type IIR face mask to reduce environmental contamination where this can be tolerated  
Staff use dynamic risk assessments through process due to needs/ conditions of pupils, staff member or contractor. Appropriate care taken when treating individuals presenting with illness, PPE equipment used as required – bodily spills kits (each kit contains mask, apron and gloves).

Isolation area where possible set up within the building identified in case of any individuals who present as unwell during the day. Follow procedures to remove from setting where someone becomes unwell:

- If over age of 16 they should go home as soon as symptoms noticed if able to do so
- Under the age of 16 (or otherwise unable to travel by themselves), parents/cares contacted and to follow guidance for households.
- A room or area should be designated for the pupil to wait to be collected with appropriate adult supervision.
- A separate bathroom should be designated for the individual to use.
- Private transport to reach home should be used where possible.
- If an individual is so unwell they need an ambulance advise the call handler of 999 you are concerned about Covid-19.

All First Aid Kits to contain PPE: gloves, aprons and masks.

Additional guidance for staff is available here:



Guidance for School  
Staff on Personal Prot

It is the responsibility of the Head Teacher to ensure that they have sufficient stocks of PPE within their school at all time – the current guidance from procurement is having approximately 4 weeks stock on site. Stock will be ordered by, and held at, the Cluster Academy. CSN Support Service Co-ordinators have the lead on this locally. Head Teachers notified of local procedures.

Facilities informed and deep clean carried out of areas deemed exposed to potential infection following [covid-19-decontamination-in-non-healthcare-settings](#) guidance. Additional information found [here](#).

Schools should maintain accurate register of absences for staff and pupils – codes for this have been developed in SEEMiS.

### **COVID related illnesses during attendance at establishments**

If a pupil or member of staff presents with Covid related symptoms whilst at school please see the information below, and NHS guidance and flowchart [here](#) with NHS FAQs [here](#) as a guide to the response required. Advice [here](#) for people advised to self-isolate. See below for OUTBREAK MANAGEMENT

#### With the Individual

1. Student / Staff member removed and sent to the designated isolation room/space, putting on the face covering that has been provided.
2. School Office phoned to request immediate collection / staff member returns home.
3. Parent//carer or staff should be made aware of the Test and Protect process, and the school also consult with local HPT.

4. First Aider contacted with COVID related symptom advice, puts on relevant PPE – supervises ill user until collection (supervised outside the room).
5. School office notifies supervisory janitor to have the designated isolation room/space and any toilets used deep cleaned.

#### With the group/class

1. Where student/staff has been identified displaying COVID related symptoms, lesson proceeds in situ for the remainder of that period or the class decanted to another area (local decision from dynamic risk assessment undertaken).
2. When decanting the staff member adds sign to the outside of the door putting the room out of use for that day and a sign on the relevant workstation.
3. Staff member notifies line manager and supervisory janitor to enable deep cleaning to take place.
4. Alternative locations are found for classes due to be in that room/area.

*Supervisory Janitor should be informed and clean carried out of areas deemed exposed to potential infection following [covid-19-decontamination-in-non-healthcare-settings guidance](#).*

Advice from the Health & Safety team is that once a symptomatic person has left the premises the area/room where they have been needs undergo an enhanced clean as soon as possible. Building management should quarantine immediate work area and any area the individual has spent more than 15 minutes in. These areas should be cordoned off to a 2m radius. Building management should affix signage notifying the area is out of use. Investigation as to where the individual has been needs to be identified by building management and reported to Cleaning Services.

The remaining pupils and staff member are not symptomatic and the person who has left is not a positive case until deemed so from test results. Until such time as the class / environment is clean then the school should manage the class in looking at suitable options for the class to be relocated if this is deemed to be the most suitable course of action, for example the pupil or member of staff has been moving around the room. This needs to be undertaken with sensitivity as to not cause unnecessary alarm or identify the reason why the pupil or staff member has left the space. It may be decided if the period is near its end that it is appropriate to remain in the class until the change of period, especially if the pupil has been sat in one space and not interacted with other pupils. A local decision through completing a dynamic risk assessment of the situation would determine the course of action.

Also remember that staff should be maintaining physical distancing and along with children focusing on hygiene measures.

It is only if a positive result is confirmed then steps are taken to Test and Protect. Test and Protect in education, which is considered complex, allows for rapid testing of symptomatic children or staff for that matter. Until that result is confirmed positive then there is no need for others to self-isolate until either showing symptoms or being contacted by contact tracers.

The following advice is available in:

[https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2973/documents/1\\_covid-19-guidance-for-non-healthcare-settings.pdf](https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2973/documents/1_covid-19-guidance-for-non-healthcare-settings.pdf)

#### **Environmental decontamination (cleaning and disinfection) after a possible case has left a workplace or other non-healthcare setting** **Cleaning and Disinfection**

Once a possible case has left the premises, the immediate area occupied by the individual, e.g. desk space, should be cleaned with detergent to remove organic matter such as dust or body fluids then a disinfectant to kill pathogens. This should include any potentially contaminated high contact areas such as door handles, telephones and grab-rails. Once this process has been completed, the area can be put back into use.

Any public areas where a symptomatic or COVID-19 diagnosed individual has only passed through (spent minimal time in), e.g. corridors, and which are not visibly contaminated with any body fluids, do not need to be further decontaminated beyond routine cleaning processes.

Environmental cleaning and disinfection should be undertaken using disposable cloths and mop heads using standard household detergent and disinfectant that are active against viruses and bacteria. Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants. All cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. The person responsible for undertaking the cleaning with detergent and disinfectant should be familiar with these processes and procedures.

In the event of a blood and body fluid spillage, keep people away from the area. Use a spill-kit if available, using the personal protective equipment (PPE) within the kit or PPE provided by the employer/organisation, and follow the instructions provided with the spill-kit. If no spill- kit is available, place paper towels over the spill, and seek further advice from the local Health Protection Team.

Infection of staff, children & visitors.	Staff, Children & young people, Visitors	Cross contamination of infection. Infection of staff, children and visitors	L	M	H	<b><u>OUTBREAK MANAGEMENT</u></b>	L	M	H
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**Please follow the management and communications steps in the COVID-19 Confirmed Case: School Management and Communications Flowchart: [Confirmed Case of COVID-19 Flowchart for Schools 280920.docx](#)** . Please note this needs to be used in conjunction with the following advice/guidance:

- Coronavirus Guide for schools in the NHS Grampian area August 2020
- Coronavirus (Covid-19) in Schools: Communications Protocol
- COVID-19: Outbreak Management (Out-of-Hours)
- [Risk assessment Form for Public health for confirmed positive case\(s\) in education v1.1](#)

[NHS Template Letters found here: Test & Protect Letter / Rest of School Letter](#)

Management of outbreaks in schools ( if schools have two or more confirmed cases of COVID-19 within 14 days) and cases is led by local Health Protection Teams (HPTs) alongside local partners following established procedures . Ensure you know how to contact local HPT:

- Grampian Health Protection Office Hours Tel No. 01224 558520; Out of Hours Tel No. 0345 456 6000 (Ask for Public Health on Call) Email Address: [grampian.healthprotection@nhs.net](mailto:grampian.healthprotection@nhs.net)

If there is either a single confirmed (test positive) case of COVID-19 or any suspicion that there may be an outbreak of cases in a setting schools should make prompt contact with their local HPT and local authority so they can assess the situation an offer advice. Increased of respiratory illness should prompt contacting HPT for advice.

If outbreak confirmed schools should work with local HPT to manage with local authority. Actions may include:

- Attendance at multi-agency incident management team meetings

- Communications with pupils, parents/carers, and staff
- Provide records of school layout / attendance / groups
- Implementing enhanced infection, prevention and control measures.

HPT will make recommendations on self-isolation, testing and the arrangements to do this. The IMT will discuss and agree additional measures to deal with the specific situation faced in a school. These may include reviewing risk assessments and compliance with existing guidance, the greater use of face coverings, reviewing and reducing higher risk activities, and/or a move to blended learning. Any discussion of possible school closures should take place between school, local authority and local HPTs. Schools should maintain appropriate records.

**Notification Processes:** ALL confirmed cases must be reported through adding the details to the Accident/Incident reporting system on Arcadia and by notifying the school's Health & Safety Officer. Include as much information as possible - including any evidence of the infection was work related as this will assist the Health & Safety Team conclude if the case is notifiable **by them** to the Health & Safety Executive (HSE).

If the case is a member staff iTrent also needs to be updated.

Spread of infection.	Staff, Children & young people, Visitors	Cross contamination of infection. Infection of staff, children and visitors	L	M	H	<u>CLASSROOM MANAGEMENT</u>	L	M	H
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Staff and pupils reminded at each registration time of social distancing a face covering rules as appropriate for primary, secondary and special school settings.

Each teacher plans out their teaching spaces to maximise staff physical distancing. Existing furniture can be used effectively to support this.

Pupils should be instructed to keep bags on their peg and jackets on their chair.

Reduce the unnecessary sharing of resources as much as possible, including textbooks. Reduce the range of resources to be used in the classroom. Trays of equipment for individual or small groups of children should be created. Re-plan lessons / activities to avoid shared resources.

All shared resources to be cleaned after each user (including computers, PE equipment etc). Build this into end of lesson activity routines in each setting. Schools to ensure a suitable disinfection product is available in all IT rooms and shared classroom spaces. Teacher to ensure students wipe down desk area, chair and resources after use if a shared space/resource. If student is too young, then arrangements for staff to help pupils with clean to be made locally.

Additional cleaning will be provided by Cleaning Services and Janitorial Support for touch points in communal areas and will be organised locally.

Remove resources which present cleaning challenges, e.g. construction materials and intricate items, fabric materials –beanbags, soft seating, etc.

Try to avoid working with paper/other materials that are shared in a way that may aid transmission, i.e. consideration to be given to marking work (done electronically), photocopying, etc.

Where there is a sink in the classroom, soap and paper towels should be available. Bin placed near sink.

Keep surfaces clear to make cleaning easier. Box of tissues in each class.

Classrooms to be kept well-ventilated. Non-fire doors should be propped open to reduce the number of touch surfaces (see more detailed guidance under General Guidance).

Children and teacher should agree the handwashing routine for the day for their group. Consider the provision of hand sanitiser at the entrance of each classroom.

Further consideration to be given to the teaching of curriculum in practical subjects and how this can be amended to ensure minimum contact with equipment. Any equipment used to be properly cleaned after use.

### **Instrumental Instructors**

Guidance for Singing, Woodwind and Brass instruments is being developed. Face to face tuition should be avoided until further advice emerges. For other instruments the normal social distancing of 2 metres may be considered sufficient provided there is appropriate ventilation in the room.

The practical nature of the subject may mean that there are exceptional situations in which the 2 metres distancing cannot be observed for a short period of time for a specific purpose. In these instances, face coverings should be worn by instructors.

## Updates on Curriculum Changes

### Physical Education

- Children aged 11 and under can play organised contact sport both indoors and outdoors.
- Organised outdoor contact sports such as rugby can re-start for people of all ages.
- For outdoor coaching sessions, there is a limit of 30 on the total number of people who can be coached at any one time.
- When in an indoor facility, those aged 12 and over can participate in organised contact and non-contact sport.

**Please Note:** Where a school is in a community under protection level 4 mitigations, physical education within school settings should only take place out of doors. If weather is extremely bad then schools may use their judgement as to whether it is safe for children to be outside.

### Other Curriculum Areas

- Guidance on other subjects with practical experiential learning, such as music and drama has not been altered at this point. All advice is kept under review and will be updated as appropriate.

Where ensemble work is being considered, social distancing measures must be implemented. An upper limit placed on the number of people who can be involved, including staff and pupils should be agreed between instructors, IMS and the school. Conductors should be able to stand 3-5 metres beyond the front row of the ensemble. Plexiglass screens or similar should be considered by instructors and school departments. Each player (including strings) will require their own music stand.

Where pupils attend a virtual lesson in a designated area, the area will require suitable cleaning to the required standard, following each lesson, by a member of staff. Consideration to be given to pupils receiving training with a view to cleaning the area with staff supervision. In addition, time should be allowed following each lesson to allow for adequate ventilation.

Shared instruments such as piano, drumkit, tuned percussion, audio equipment and music stands should be cleaned between pupils.

Pupils should clean their own instruments under the guidance and instruction of the instructor

Pupils should not be allowed to blow or tip water from instruments in the teaching room. Newspaper or paper towels (or anti-bacterial paper) should be provided for the venting of water keys and pupils should remove and dispose of their own at the end of the lesson

### Instrumental Instructors

Guidance for Singing, Woodwind and Brass instruments is being developed. Face to face tuition should be avoided until further advice emerges. For other instruments the normal social distancing of 2 metres may be considered sufficient provided there is appropriate ventilation in the room.

The practical nature of the subject may mean that there are exceptional situations in which the 2 metres distancing cannot be observed for a short period of time for a specific purpose. In these instances, face coverings should be worn by instructors.

Current guidelines state that Brass, Woodwind and Singing lessons should be avoided in school

Mouthpieces must not be shared (in the event of Brass and Woodwind lessons being delivered face to face. These activities are currently to be avoided)

Drumsticks should not be shared

Bows should not be shared

Each pupil should have their own copies of sheet music.

Handheld instruments should be cleaned before and after use and issued to one pupil for the duration of a lesson

Consideration should be given to the use/cleaning of Timpani regarding different players using the instrument during a rehearsal, or whether one pupil should remain on the instrument for the entire session

### **Updated guidance for pupils enrolled on SQA Music Courses (IMS)**

Brass, woodwind and singing candidates have now been given permission by SQA to choose to record assessment performances at home during COVID-19 restrictions.

**Secondary:** The Guidelines provide that one-to-one lessons in music and music technology can only go ahead for senior phase pupils in very limited circumstances. This limited return is for the purpose of completing the learning and teaching of critical practical work in relation to qualifications in 2021 that can only be carried out in school.' The presumption remains that if work can be undertaken remotely, then it should be. Limited 'in-school' provision should only be considered when it is 'absolutely necessary' to support learning within these strict confines.

**Primary:** When all year groups are attending school, video conferencing will be more limited. Therefore, Head Teacher, Instructor as well as parent/pupil are required to be agreement that face to face delivery, with adherence to robust safety is appropriate and therefore permissible

### **Preparation for assessment**

While the advice from the Scottish Government's Coronavirus (COVID-19) Advisory Sub-Group on Education and Children's Issues suggests that young people should not engage in singing, or playing wind and brass instruments with other people, it is acknowledged that this presents a particular challenge for young people preparing for qualifications. Further scientific and clinical advice has been provided to Scottish Government and as a result a small update in the present guidance has been made as advised below.

- One-to-one lessons and practice sessions can go ahead for pupils preparing for assessments in brass, wind, piping and singing. These sessions should be kept to the minimum required (both in length and frequency) to prepare adequately for assessment. Learners will have different requirements and teachers should apply their judgement in deciding what is necessary.
- The recording of brass, wind, piping and singing by individual learners for assessment purposes can also take place in school with a teacher present.
- One-to-one lessons, practice sessions and recording should only go ahead subject to the completion of a very robust local risk assessment by practitioners, with the agreement of senior school leaders and with the implementation of identified risk mitigation measures.

The guidance makes it clear that these sessions should be kept to a minimum, both in terms of their frequency and duration. In determining the frequency of lessons, due regard must be given in the risk assessment to the level of interaction which the Instrumental Music Teacher ('IMT') will have with different pupils and care taken to ensure that this is kept to a minimum. We would recommend that, having due regard to the risk assessment conducted, careful consideration is given to the individual circumstances of the pupil and the IMT involved to determine whether in-school provision is 'necessary'.

### **Risk assessments should include the following mitigations:**

- Any activity should take place in a large, well-ventilated room.
- There should be a clearly defined space of 2 metres or more between the learner and their teacher.
- Where possible a clear screen should be positioned between the learner and their teacher.
- The teacher should wear a mask.

- The learner should, where appropriate, wear a mask whenever they are not performing.
- The room must be sanitised carefully at the end of each performance.
- There should be a delay between candidates using the room to allow aerosol particles to dissipate.

Consider using bell and instrument covers for Brass and Woodwind

Aberdeenshire IMS current position is that this should only take place if it is considered absolutely necessary. If the presence of an instructor is also being considered then discussions between school, instructor and IMS Manager will be required.

Staff should explain the updated guidance requirements clearly to learners, parents and carers, sharing the rationale and detailed practical music arrangements in place at present for all learners. Remote learning should still be in place where possible and all staff, especially those teaching brass, wind including pipes or singing should only consider in-school work where it is absolutely necessary to support learning and assessment.

These guidelines must be used now alongside the recently published 'Prioritising the return of senior phase learners - Education Scotland Technical Guidance' document. Prioritising the return of senior phase learners: Technical guidance for providing senior phase practical work in-school (education.gov.scot):

<https://education.gov.scot/media/dwlqsrax/music-guidelines-17-02-2021.pdf>

Updated guidance for PE found [here](#).

Local arrangements need to be made regarding the cleaning schedule for changing areas. Changing rooms are an area of increased risk of transmission and should be avoided where possible,

Following a risk assessment, if the use of changing rooms is considered necessary, schools should ensure mitigating actions are in place. This includes ensuring that changing rooms are as well ventilated as possible, used only by small numbers at any point in time to maximise physical distancing, and that close attention is paid to cleaning surfaces after use.

If changing rooms are not used:

- o consideration should be given to alternative places for storing learners' belongings, for example, assigning each learner their own space;
- o young people should be encouraged to arrive at school in their PE kit on days when physical education lessons will take place and, where possible, wait until they get home to change.

**From 2 November 2020, if staff complete risk assessments that reflect the most current advice (all risk assessments should be proportionate to the relevant protection level of the local area), and mitigations are in place, physical education can take place both indoors and outdoors as follows:**



### **Practical considerations for PE in schools:**

#### **Minimising contact between individuals and groups**

- As a precautionary approach schools should encourage physical distancing where possible between adults, and between children and young people, particularly in the senior phase.
- There should be an enhanced focus on activities that do not involve close physical contact. This will contribute to further lowering of any risk involved.
- During contact activities, physical distancing does not need to be maintained during play, but should be applied at all other times.
- Schools should ensure young people wear face coverings, if indoors, before and after activity, or when in non-playing areas of the physical education department, for example, changing-rooms. There is a legislative exemption for exercise in respect to wearing a face covering. This is consistent with the advice from WHO.2
- Wherever possible, efforts should be made to keep children and young people within the same groups.

**Level 4 – Children and young people within school settings can only participate in activities that are non-contact and outdoors.**

- The teacher should have an assigned area to ensure 2 m spacing. This should be clearly marked. Staff should wear a face covering out with this designated area when interacting with young people or supporting practical tasks. Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools Para 92: where adults cannot keep 2 m distance and are interacting face-to-face with other adults and/or children and young people, face coverings should be worn at all times. This applies to all staff including support staff and classroom assistants.
- Teacher demonstrations/explanations could be done from an assigned area to ensure they stay an appropriate distance from learners.

Guidance for Home Economics, Science and Technologies, Art, Design and Photography found [here](#) at the Education Scotland National Improvement Hub, and [here at SSERC](#).

Library books should be quarantined for 72 hours upon return to the library and a procedure needs to be developed by school libraries. A dedicated quarantine area can be set up.

#### **Secondary Schools Only**

Adjust class space if required, and where possible to maintain spacing between desks and individuals. Consider seating pupils side by side and facing forward, rather than face to face. Avoid situations that require young people to sit/stand in direct physical contact with others. Where they need to move to perform activities this should be organised to minimise congregation.

Consider altering class size composition to create more space by evening out class sizes. Encourage social distancing where possible.

**Marking Jotters**

It is recommended that guidance should be in place to reduce or stop the need for teachers to handle pupil jotters. Alternative strategies include - individual whiteboards; oral responses; self-assessment; group/class marking of own jotters with group/class discussion to support; a visual response through physical activity; using IT, etc. School staff should be encouraged to discuss and agree approaches within the school which mitigate against teachers handling jotters.

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.

- (i) quarantining books for 72 hours remains an effective measure to mitigate the risks of handling them.
- (ii) 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

**The provision of activities or clubs outside the usual school timetable**

The COVID-19 Advisory Sub Group on Education and Children’s issues has also published [advice](#) on school trips which include an overnight stay. Where a school has a breakfast club which is organised by the third sector, parents and carers or volunteers, rather than by the school itself, the [guidance on unregulated children’s services will apply](#)

Spread of infection.	Staff Visitors	Cross contamination of infection. Infection of staff, children and visitors	L	M	H	<b><u>STAFF AREAS/BASES</u></b>	L	M	H
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The same social distancing and hand washing hygiene applies to all staff. Consider breaks being staggered as per children’s breaks to avoid congestion/contact.

Schools should plan how shared staff spaces are set up and used 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.

Staff should ensure that they use their own eating and drinking utensils.

All areas and surfaces should be kept as clear and clean; all dishes should be washed in warm soapy water, dried and tidied away for good hygiene by individuals.

Safe, hygienic and labelled food storage is necessary for shared fridges by staff.

Universal signage should continue into any staff areas/bases and offices.  
Where there is a sink in the area, soap and paper towels should be available. Bin placed near sink.

Areas to be kept well-ventilated where possible. Reduce the range of resources to be used. Reduce the sharing of resources as much as possible. Trays of equipment for individual should be created. Consider the provision of hand sanitiser in each area.										
Spread of infection during canteen use / break and lunchtimes	Staff  Children & young people	Cross contamination of infection.  Infection of staff, children and visitors	L	M	H	<b><u>BREAK AND LUNCHTIME</u></b>  Consider all persons staying on site once they have entered it and not use local shops etc, where possible. It is recognised where staff have dual roles that this is not always possible. If staff and pupils go off site, they should follow rules in place for wider society. Hand hygiene needs to be addressed on return and the sanitisation of hands followed by appropriate washing needs to be undertaken.	L	M	H	
<p>Consider staggered handwashing for snack and lunchtimes. Staggered toilet breaks. Consider staggering break times to reduce congestion and contact at all times. Localised solutions should be agreed at each establishment.</p> <p>Reinforce handwashing prior to eating food. Hand sanitiser should be where people eat and should be used by all persons when entering and leaving the area.</p> <p><b>Canteen use</b>  Canteen staff should continue to follow Food Standard Agency's (FSA) in food preparation and their Hazard Analysis and Critical Control Point (HACCP) processes. Covid-19 Guidance can be found <a href="#">here</a>.  The menu for primary schools has been revised from 26<sup>th</sup> October , should you require any changes to service delivery for your school please discuss with Unit Supervisor or Area Officer.  Secondary schools will have the opportunity of also using a new app for young people selecting their meal choices. This will assist with the flow of pupil queues. Payments should be taken by contactless methods wherever possible. Touch pads will be removed from all till points. Payment will be taken by card or look up by catering staff.  Drinking water should be provided with enhanced cleaning measures of the tap mechanism introduced. Ensure that free drinking water is available to children and young people throughout the day  All rubbish and waste should be put straight in the bin by pupils/ the user and not left for someone else to clear up.</p> <p><b>Service Counters – all staff working at a service counter are required to wear a face mask during service (unless exempt on medical grounds).</b> In addition, visors can be used at staff member's discretion.  All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines etc.  Catering Risk Assessment found <a href="#">here</a>.</p>										
<b>Process/Activity:</b> Infection Prevention & Control						<b>Location:</b> All ECS Establishments			<b>Date:</b>	
<b>Establishment RA Author:</b>						<b>Date of Review:</b>				