



EDUCATION RESOURCES

## Safe System of Work (SSOW)

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<b>Task: Ensuring a safe and supportive environment for learning and teaching during the coronavirus pandemic</b>	<b>Review Frequency:</b>	Every 3 months

### Induction and briefing arrangements

All employees should be made aware of this Safe System of Work (SSOW).

### Scope

This SSOW is intended to advise employees of the measures and actions required to minimise the risk of Covid 19 transmission in all educational establishments.

- Heads and other managers must monitor and enforce all of the measures contained within this SSOW, the current Education Resources “Covid-19 Exposure Reducing the Risk in Schools” general risk assessment and any additional safety or public health advice.
- Employees must co-operate with managers in the application of workplace safety standards and must follow all the measures set out in this SSOW, associated risk assessments and safety alerts/bulletins and guidance for Headteachers.

It must be recognised that there will need to be flexibility in the use of this advice and some variation across areas depending on transmission rates within local communities, emerging national data and advice.

A zero tolerance of infection symptoms will be in place and staff must follow strict compliance with national and local public health instructions including Test and Protect or other health surveillance related processes.

### Risk Assessment

This SSOW supplements the information contained in the various Health and Safety procedures for Education Resources available online. Also NHS Public Health information and guidance on the nature of the Covid-19 virus, its spread and control.

It should be used in conjunction with SLC Risk Assessment “Covid-19 Exposure – Reducing the Risks in Schools from January 2022” and the associated information provided to Headteachers and Managers. This document supersedes previous SSOW versions and introduces information based on national guidance which aims to ensure a safe a supportive environment for learning and teaching through proportionate and evidence based mitigation.

## Mitigations and Controls within Educational Settings

Over the last 21 months, we have all worked hard to implement a large number of complex mitigations and controls within and across service provision. These mitigations have had a significant impact on our normal business and on our lives, but together with the vaccination programme, contributed to reduced numbers of COVID-19 infections across Scotland.

In August 2021 we were hopeful that local authorities would receive guidance to allow us to adopt a “precautionary, staged approach to the removal of mitigations”. We were asked to remain cautious and continue to apply the existing mitigations in place at the end of last term for a little while longer, with the exception of some minor modifications, while matters were assessed.

Unfortunately the recent emergence of the Omicron variant has changed the previous balance of risks. It is transmitting rapidly within Scotland and there is strong evidence that community transmission is widespread, with Omicron now the dominant variant causing high case numbers.

This document provides information on changes to now be introduced as soon as possible following the return to school on 5 January 2022, plus a summary reminder of mitigations to remain in place:

- Physical Distancing

Minimising contacts through the use of primary and secondary groupings should be reintroduced in indoor spaces where practicable. This provides benefits due to reducing possible vectors of transmission. The size of such groupings might differ depending upon local circumstances and the need to minimise education disruption – for example a grouping might refer to a whole class in a primary school, and a whole year group or the senior phase in a secondary school. In line with the subsidiarity principle, headteachers / Councils are empowered to make decisions about the best approach for their individual school or setting.

As per previous guidance, schools should continue to avoid assemblies and other types of large group gatherings. Where it is necessary to bring groups together, e.g. prelims, alternative mitigating actions should be put in place, such as physical distancing, ventilation, face coverings, meeting outside and limiting the time spent together.

To avoid large gatherings within all sectors the associated mitigations such as one way/keep left systems, staggered lunches, staggered times for start and end of the day (including discouraging parents/carers from congregating), using multiple entrances and the avoidance of assemblies should remain in place. Where school transport does allow for groupings while still facilitating attendance at school then this should be put in place.

Physical distancing between adults, and between adults and children and young people, is still a requirement in the school estate. To align with wider society and planned changes this requirement was updated to physical distancing of ‘at least 1m’.

However, as schools already have 2m physical distancing arrangements that work well and do not limit capacity, it is expected that schools will continue to retain these 2m distancing arrangements for logistical reasons. It is therefore not anticipated there will be a logistical requirement to make changes to physical distancing arrangements in the school environment, including within meeting rooms and staff bases, and the 2m gap between the teacher’s desk and the pupils. Moving to 1m distancing can only take place if it would otherwise materially inhibit professional interaction with colleagues. Current guidance is to continue to use virtual meetings where possible and appropriate to do so. Some limited face-to-face interactions during in-service many take place as long as it complies with physical distancing and staff are managed at a faculty/year group/stages level. Avoid car sharing.

- Personal and Environmental Hygiene

The strong focus on good personal and environmental hygiene procedures will remain.

- Ventilation and CO2 Monitoring

The strong focus on good ventilation procedures will remain. Previous sample testing of every teaching space has now been completed and analysed. Due to the design of our new education estate only a very small number of teaching areas identified the need for further testing and the schools involved were contacted directly.

Scottish Government advice is now to ensure that local authorities undertake testing of every learning, teaching and play space for a minimum of one full day per week under normal occupancy. Where additional monitors are required to achieve this goal, it is recognised that local authorities will require time to place orders and receive and distribute devices. We are in the position that all establishments should have at least one device, however more will be required. A further update will be provided post Xmas.

In the interim, the previous practical guidance remains in place:

- Arriving in your classroom make sure your hands are clean, external doors (those opening to the outside) can be opened as required, (will also reduce contact with door handles), and begin the day by ensuring there are no obstructions to maximising ventilation by opening blinds/curtains and removing any items blocking vents.
- As soon as pupils occupy the classroom open windows to their fullest as allowed by the restrictor. Top windows should be open where possible.
- Should pupil occupancy levels exceed 25 in the secondary sector then windows should be opened to the maximum available, subject to any restrictors, for as long as possible.
- If the room is cold and feels well ventilated some windows can be closed. However, those windows which have the least impact, relative to causing draughts, should remain open to at least the minimum amount.
- Lower temperatures and likely windy conditions in the winter months will increase the natural ventilation through openings. This means that partially opening windows and doors can still provide adequate ventilation at the same time as maintaining room temperature.
- At lunchtime, breaks and in between classes windows should be opened fully for 5-10 mins.
- During inclement weather, staff should consider the flexibility in permissible clothing while indoors and also the benefits of re-designing seating plans to reflect individual pupil or staff temperature preferences.
- Not all classrooms have opening windows and the flow of air in mechanical systems are designed to take account of normal occupancy capacities and have been set to run longer, however as with other classrooms consider leaving doors open to further enhance air flow.
- At the end of the day, remember to close all windows for security purposes.
- If there are any specific issues with regards your classroom these should be reported in the normal way which will allow a member of the technical team to carry out an assessment of any action required.
- Please note internal fire doors, should not be held open unless they have a hold open and self-closing mechanism which responds to a fire alarm activation.
- Please take the time to watch this 3-minute practical guidance video:-  
<https://youtu.be/8Qmcs0kH-0Y>

- Face Coverings

Face coverings can be worn by anyone wishing to do so in any part of the school. Unless exempt, face coverings should continue to be worn by adults wherever they cannot keep a 2m distance from other adults and/or children and young people, and also in the following circumstances:

- all adults and pupils in secondary schools during class and in communal areas

- all adults in communal areas of primary schools and early years establishments
- parents and other visitors including parents at drop-off and pick-up.
- Early Learning and Childcare staff do not need to wear face coverings when interacting with nursery children.
- Pupils must be reminded to comply with any wider societal rules in the wearing of face covering and of group sizes when entering shops.
- In line with the current arrangements for public transport, only young people aged 12 and over and adults are required to wear face-coverings on school transport.
- parents and other visitors to all school sites (whether entering the building or otherwise), including parents at drop-off and pick-up.
- by School Support Assistants and those supporting children with Additional Support Needs, who may routinely have to work closely with primary, secondary or ASN school pupils. However, the use of opaque face coverings should be balanced with the wellbeing and needs of the child, recognising that face coverings may limit communication and could cause distress to some children.
- in line with clear guidance for staff and pupils on how to put on, remove, store and dispose of face coverings.

- **Testing and Self-Isolation**

The changes to self-isolation guidance are summarised below and we will work closely with NHSL to amend the current set of letters that they provide to our schools and educational settings. These changes are effective from the start of the school day on Thursday, 6 January 2022.

- (1) **Positive cases** are advised to self-isolate for 10 days. However, if the individual returns two consecutive negative LFD tests taken at least 24 hours apart with the first test no earlier than day 6 they may end isolation before the end of the 10 day period if they have no fever.
- (2) **Close contacts** who are fully vaccinated, having received 3 doses of the vaccination (plus 14 days) or are aged under 18 years and 4 months, can take daily LFD tests for 7 days instead of isolation - provided the tests are negative and they remain without symptoms. If someone has not received 3 doses of the vaccination, they will need to book a PCR test and even if this is a negative result, they will need to isolate for 10 days.
- (3) **Advice on confirmatory PCR tests** where people test positive on a lateral flow device (LFD) test they are now not advised to get a PCR test to confirm infection, but to follow isolation advice as it applies to them as a positive case (see point 1) – *there is an exception for people who may be eligible for the Self-Isolation Support Grant who are advised to take a PCR test to ensure they can confirm their infection to be potentially eligible for financial support.*

In line with the guidance issued to schools and educational settings on 5 January which highlighted the changes to self-isolation procedures, below is a summary of what these are and 'Information and Inform' letters from NHSL public health for issue when there is a positive case where issued on 11 January 2022.

Health Protection Scotland has provided the following definition of high and low risk contacts to assist with determining which actions are required following exposure:

- For children and young people, a **high-risk close contact** is most likely to be household members, or anyone with whom they have stayed overnight.
- For those who are deemed **low-risk close contacts**, Professor Leitch previously advised that they and their families will want to remain informed and take action to minimise the likelihood of wider outbreaks, and so schools and childcare settings will be provided with an information letter with appropriate advice (for parents/carers and also staff).

- PPE Assessment  
The requirement for an individual assessment for those employees working in close contact with vulnerable pupils remains.

*Appendix 1* contains further practical steps to be taken in relation to these mitigations.

### **Other Operational Risk Areas**

Some of the changes to mitigations outlined in this guidance will currently be included within related procedures and specific risk assessments and should therefore be taken into account when revising or updating these locally. This includes:

#### Early Learning and Childcare

*Specific guidance, including updated guidance on groupings, ratios, visitors, movement of staff, ventilation and day visits, can be found at -*

Coronavirus (COVID-19): early learning and childcare (ELC) services - gov.scot ([www.gov.scot](http://www.gov.scot))

On the 11 January 2022 the Care Inspectorate published a document entitled, 'Adult to child ratio and new notification during Omicron' which is effective up until 18 February when it will be reviewed. The document introduces a proposed change to adult child ratios in the event of staff shortages. This was discussed at the Heads of Early Years meeting on 12 January 2022 with all requests to be made to the early years team prior to submission to the Care Inspectorate.

#### School Visitors and External Agencies

In recognition of the positive impact on the wellbeing of children and young people, supply staff and other professional visitors can continue to visit schools. This should continue to be limited to those that are necessary to support children and young people or the running of the school e.g. contractors, maintenance operatives and Council Officers. They should also take regular lateral flow tests when asymptomatic.

This includes supply staff and other visitors e.g. visiting teachers, psychologists, nurses, social workers, youth workers, outdoor learning specialists, HEI tutors, those providing therapeutic support and now also SQA staff and appointees (e.g. visiting assessors and visiting verifiers), and Education Scotland staff (including HMIE). Consideration should be given to the provision of this support by virtual means as appropriate.

Parents/carers may attend school premises where this is agreed with the school and strictly necessary to support children and young people. Where it is considered beneficial, parents/carers may also attend school premises for individual parental visits related to the wellbeing, progress and behaviour of children. This should be limited.

Parents/carers may also attend school premises to spectate at outdoor school sports events, after considering mitigating measures as part of a risk assessment.

All visitors, similar to school and nursery staff, should be expected to comply with the arrangements for managing and minimising risk (including hand sanitisation, physical distancing and use of face coverings) and be encouraged to have a negative lateral flow test before entering a school.

If not already doing so, Parent Council and PTA meetings must revert back to being in a virtual setting.

Parents should be fully aware of, and comply with, school arrangements and controls for drop off/pick up.

#### Practical Subjects

Additional specific guidance on practical subjects is available from the National Improvement Hub. All staff, teachers and managers, involved in the delivery of these activities should review this guidance on a regular basis using the most up to date guidance to inform local risk assessment for each activity.

### Existing Risk Assessments

Existing Risk Assessments should be reviewed on a regular basis to take account of any changes to mitigations. This include Breakfast Clubs, Transition Events and Visiting Services.

### **Other Health and Safety Arrangements**

Heads and managers will provide staff with full information on local arrangements for:

- Reporting concerns and seeking advice
- General risk assessment
- Good quality dialogue with staff, parents and pupils on progress
- Test and Protect processes
- Actions required where a case is suspected or confirmed
- Fast access to Covid-19 testing for staff and pupils
- Any further health surveillance programmes advised by public health

### Supporting Vulnerable Employees

Arrangements should be put in place to reflect individual circumstances in line with any specific clinical advice and discussions with managers. **This includes minority ethnic employees, pregnant women and those at high clinical risk**. Further advice on this issue is available from the Council's Personnel Team.

The concerns within vulnerable communities must be recognised and individual requests for additional protections should be supported where possible. Care should be taken to ensure that vulnerable staff, pupils and families are involved in decisions about additional protections.

These may include, where practicable, working from home, extended use of face coverings, re-arranging workspace or minimising physical contact.

National guidance on supports for those deemed vulnerable is subject to change and fluctuations in transmission rates and variants. Staff deemed vulnerable should stay informed on these issues and review local arrangements accordingly with their line manager.

### Working from home

Where working from home has been agreed locally, head teachers and other managers should take account of the employee's individual health status and:

- Arrange necessary support, equipment, advice and guidance.
- Keep in regular contact with employees working at home
- Ensure employees review the Council's "Remote Working Health and Safety Checklist" and managers carry out any required actions to ensure compliance - refer to SLC Health and Safety GD 3 Creating a Remote Workstation - [http://intranet.southlanarkshire.gov.uk/info/20620/topics\\_of\\_interest/300/covid-19](http://intranet.southlanarkshire.gov.uk/info/20620/topics_of_interest/300/covid-19)

### Employees falling ill at work

If an employee develops a high temperature, a new persistent cough, a loss of, or a change in, normal sense of smell or taste (anosmia) they should:

- Ensure that their manager or supervisor is informed.
- Return home. If this is not possible, they should move to an isolation area where the employee can wait until they are able to leave the workplace.
- Avoid touching anything.
- Cough or sneeze into a tissue and put it in a bin.
- Follow Test and Protect guidance. Arrange for a test, follow the guidance on self-isolation and not return to work until their period of self-isolation has been completed.

### Wellbeing

- All staff should be fully aware of the supports available to them including those via the Council's Employee Assistance Scheme. Consider in-school support mechanisms for staff to talk, share concerns, apply wellbeing approaches. Education Scotland have provided complementary information on Mental health & wellbeing: supports for practitioners, parents, carers & young people.

### First Aid

- Consider how to provide first aid to a person who may become injured due to a work activity, including protection of both the injured person and the first aider(s) and appropriate PPE required.
- Sanitation and cleaning provisions are in place afterwards including handwashing.
- Amend the First Aid Assessment where necessary and review at appropriate intervals.

### Fire Evacuation

- Heads will review fire evacuation arrangements to take account of mitigations.
- Review fire evacuation arrangements (EFAP) and (PEEPs) to ensure control measures are adequate.
- Ensure an adequate number of Fire Controllers are available.

### Pupil Vaccination

South Lanarkshire Council Education Resources will work with local NHS partners to ensure any pupil vaccination programmes are supported with establishments.

### **Communication**

It is important that senior leaders have systems in place to receive, review, retain and share all relevant information issued locally and nationally including information updates, newsletters and guidance notes.

### **Further support and advice**

Further support and advice on managing this risk is available locally from Education Support Services Co-ordinators, Trade Union representatives and from the Council's Health and Safety Team.

### **Useful Links and Further Reading**

Appendix 1 – Practical Steps on Day to Day Working with Covid Mitigations

Appendix 2 – Enhanced Cleaning Regime

Appendix 3 – Face Coverings and PPE

[Coronavirus \(COVID-19\): guidance on reducing the risks in schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/topics/health/coronavirus/covid-19/guidance/reducing-the-risks-in-schools)

## **Appendix 1 – Practical Steps on Day to Day Working with Covid Mitigations**

### Arriving and leaving work

- Hand washing facilities or hand sanitiser must be provided at workplace entrance points.
- Employees must wash hands for 20 seconds using soap and water or hand sanitising gel (either anti-viral or if alcohol based then a minimum 60% alcohol content), employees should ensure they dry their hands thoroughly, and should always clean their hands when entering/leaving the building, before and after eating, changing classrooms and after using the toilet.
- Employees must avoid touching their face especially the eyes, nose and mouth.
- Signage posted at reception areas reminding employees of the importance of good hand hygiene and observing physical distancing measures.
- Limits on the use of touch-based devices such as keypads as far as practicable.
- Staggered start, finish and break times.
- Additional entrance points to further reduce congestion taking account of security and fire arrangements
- Additional parking or bike-rack spaces to help people walk, run or cycle to work.
- Avoid car sharing

### Movement around the building including corridors

- One-way or keep left systems to ensure a good flow of people around the workplace and in stairs and corridors consider using floor markings
- Movement between classrooms should be minimised wherever possible. Where this cannot be avoided, consider providing cleaning supplies to enable wiping down of their own surfaces on entry and leaving.
- Limit non-essential movement around the building and restrict some areas in consultation with staff.
- Reduce maximum occupancy levels in rooms, lifts and other spaces using signage and markings.
- Determine and adhere to safe levels of occupancy in heavy traffic work areas taking account of current physical distancing controls.
- Ensure staff with limited mobility can access lifts and occupancy is controlled.
- Stairs to be used in preference to lifts for those able to do so.
- It should be noted that, in line with the move to Level 0 and beyond, children and young people can now engage in all drama, music, PE and dance activity in schools, indoors and outdoors.

### Workplaces and workstations

- An enhanced cleaning regime will be in place
- Staff should keep workspaces free of clutter to assist enhanced cleaning.
- Reviews of office and classroom layouts to maintain physical distancing as required..
- Signage and floor markings to remind employees to regularly wash their hands, use resources provided and maintain physical distancing.
- Avoid sharing desks and other resources. Any shared equipment should be cleaned between use. Anti-viral spray and paper towels provided for regular personal use at computer keyboards, photocopiers, telephones and other equipment.
- Introduce a clear desk policy and remove unnecessary items from classrooms and work areas to ensure all areas are more easily cleaned.
- Ensure where possible that movement of individuals between work stations is minimised and where work stations are shared there is cleaning between use.
- Keep main reception windows closed.
- Visitors to workplaces to be kept to a minimum and access controlled.
- Employees and visitors must not enter the building if they have symptoms of COVID-19.

### Ventilation

The design of our modernised education estate allows for effective ventilation across the building, however during this pandemic we must seek to increase ventilation levels by actively opening windows and doors



where practical and safe to do so. At the same time, heating systems have been increased in both temperature and running time to assist with maintaining room temperatures. Housing and Technical Resources have reviewed the ceiling units in classrooms and have assessed which units require to be on for heating purposes. By opening windows and doors natural ventilation will allow fresh air to flow. Where there are no windows the space will be ventilated via a mechanical system and the appropriate air changes will be provided.

- Arriving in your classroom make sure your hands are clean, leave the door open (will also reduce contact with door handles), and begin the day by ensuring there are no obstructions to maximising ventilation by opening blinds/curtains and removing any items blocking vents.
- As soon as pupils occupy the classroom open windows to their fullest as allowed by the restrictor. Top windows should be open where possible.
- Should pupil occupancy levels exceed 25 in the secondary sector then windows should be opened to the maximum available, subject to any restrictors, for as long as possible.
- If the room is cold and feels well ventilated some windows can be closed. However, those windows which have the least impact, relative to causing draughts, should remain open to at least the minimum amount.
- At lunchtime, breaks and in between classes windows should be opened fully for 5-10 mins.
- Lower temperatures and likely windy conditions in the winter months will increase the natural ventilation through openings. This means that partially opening windows and doors can still provide adequate ventilation at the same time as maintaining room temperatures.
- During inclement weather, staff should consider the flexibility in permissible clothing while indoors and also the benefits of re-designing seating plans to reflect individual pupil or staff temperature preferences.
- At the end of the day, remember to close all windows for security reasons.
- Internal fire doors should not be held open unless they have a hold open and self-closing mechanism which responds to a fire alarm activation.
- Not all classrooms have opening windows and the flow of air in mechanical systems are designed to take account of normal occupancy capacities and have been set to run longer, however as with other classrooms consider leaving doors open to further enhance air flow.
- If there are any specific issues with regards your classroom these should be reported in the normal way which will allow a member of the technical team to carry out an assessment of any action required.
- Please take the time to watch this 3 minute practical guidance video:- <https://youtu.be/8Qmcs0kH-0Y>

#### Meeting Rooms and other common areas

- Use remote working tools (e.g. MS Teams) to limit in-person meetings.
- Make use of larger free or outdoor space.
- Hygiene and distancing signage / markings in areas where regular meetings take place.
- Numbers of participants attending meetings should be minimal.
- Hand sanitiser/ Anti-viral spray and paper towels available in meeting rooms.
- Review room layouts to maintain physical distancing.
- Ensure good ventilation by opening windows and doors.

#### Hygiene Facilities

- Hand washing facilities in the form of soap and running hot water must be provided.
- Hand sanitising gel (either anti-viral or if alcohol based then a minimum 60% alcohol content) must also be provided within offices, reception areas and throughout the building. Care should be taken in practical areas where naked flames can present an ignition risk. Soap and water is preferred in these areas.
- Soap and hand sanitiser gel will be replenished as necessary to ensure there is an adequate supply.
- Staff should use paper towels provided rather than hand dryers.

- When applying hand sanitiser gel allow the gel to dry fully before commencing work activities.
- Restrictions on the number of people using toilet facilities at any one time. Signage posted to provide specific guidance.
- Enhanced cleaning regimes established for toilet facilities particularly door handles, locks, toilet seats, flush and waste receptacles will be in place.
- Bins will be emptied regularly to avoid overflowing.
- Signage posted to raise awareness of good hand hygiene; in particular handwashing technique, the need to increase handwashing frequency, avoid touching your face and to cough or sneeze into a tissue which is binned safely or into your arm if a tissue is not available.
- Where staff use shower and changing facilities, clear guidelines on use should be established to ensure they are kept clean and clear of personal items and physical distancing guidelines are met.

#### Staffroom and other welfare areas

- It is recommended that staff bring their own prepared meals, drinks and utensils from home.
- Staff should use their own crockery/cutlery in staff areas and ensure these are cleaned using detergent and dried thoroughly before being stored for re-use.
- Water dispensers can be used with care and those doing so should sanitise their hands before and after use. To reduce usage, staff should bring their own filled bottle each day which can be topped up during the day if required.
- Kettles, microwaves, toasters and other kitchen equipment and furniture can still be used provided staff adopt regular cleaning. Otherwise they may be removed from use.
- Staggered break times to avoid congestion and maintain a 2 metre distance.
- Hand cleaning facilities or hand sanitising gel (either anti-viral or if alcohol based then a minimum 60% alcohol content) should be available in staffrooms
- Review room layouts and occupancy levels to maintain physical distancing
- Signage posted to make employees aware of the rules in place regarding welfare arrangements.

#### Deliveries

- Cleaning procedures to be established for goods and merchandise entering the workplace.
- Delivery drivers should have clear guidance on using toilets and other facilities
- Enhanced hand hygiene regime for employees who handle goods and merchandise.
- Restrict non-business deliveries, for example, personal deliveries to employees.

## Appendix 2 – Enhanced Cleaning Regime

- Heads and managers will ensure enhanced cleaning arrangements will be in place including an increased focus on high intensity touchpoints such as door furniture (push plates, handles), wall furniture (light switches, sockets) and sanitary ware to ensure those spaces are sanitised more regularly using product which is active against bacteria and viruses, particularly in communal areas and at touchpoints including:
  - Welfare facilities including toilet flush buttons, taps etc.
  - Door handles and push plates.
  - Food preparation areas including electrical appliances.
  - Telephone equipment.
  - Desks.
  - Keyboards, photocopiers and other equipment.
- Ensure more frequent cleaning of rooms/areas that must be used by different groups including staffrooms.
- Introduce a clear desk policy and remove unnecessary items from classrooms and work areas to ensure all areas are more easily cleaned.
- Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Children and young people should be encouraged not to bring toys from home or to share personal belongings.
- Limit the use of shared resources, including those usually taken home. Keep bags off desks and worktops. Any shared materials and surfaces should be cleaned more frequently.
- Anti-viral spray and paper towels will be provided for regular use of equipment such as computer keyboards, photocopiers and telephones.
- Consider additional cleaning arrangements for specialist equipment e.g. in practical subjects or ASN provision.

### Appendix 3 – Face Coverings and PPE

*Note that a face covering is not the same as a medical face mask (PPE).*

- Face Coverings can be worn by anyone wishing to do so in any part of the school.
- Should continue to be worn by adults and secondary pupils in class and communal areas. Also by ELC and Primary staff in communal areas; and on public / dedicated school transport for those aged 12 and over and by parents and other visitors.
- Early Learning and Childcare staff do not need to wear face coverings when interacting with nursery children.
- School Support Assistants and those supporting children with Additional Support Needs, who may routinely have to work closely with primary, secondary or ASN school pupils, should wear face coverings as a general rule. However, the use of opaque face coverings should be balanced with the wellbeing and needs of the child, recognising that face coverings may limit communication and could cause distress to some children – appropriate use of transparent face coverings may help in these circumstances.
- Staff, children and young people should receive clear guidance on how to put on, remove, store and dispose of face coverings.
- Consider regular messaging to staff and learners about face coverings, any equity concerns and having a contingency supply. Consider regular messaging to staff, parents and learners about face coverings, including guidance or practical demonstrations to support efficacy of wearing. Consider any equity concerns and have a contingency supply.
- Pupils must be reminded to comply with any wider societal rules in the wearing of face covering and of group sizes when entering shops.

If a face covering is worn it is important the following measures are followed:

- Wash hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and after removing it.
- Avoid touching the face, including mouth eyes and nose or face covering as it could become easily contaminated.
- The face covering should be changed and washed daily.
- If the material is washable, wash it in line with manufacturer’s instructions at a minimum water temperature of 60C. If it’s not washable, dispose of it carefully in the normal waste stream.
- Continue to practice physical distancing as required.

#### **Personal Protective Equipment (PPE)**

- Staff will have access to, and are aware of, procedures for ordering replacement PPE in a regular and timely manner.
- The majority of staff in education settings will not require PPE beyond what they would normally need when supporting children and young people in their care: PPE will be provided in the following specific circumstances:
  - ✓ Work with children and young people whose care routinely already involves the use of PPE due to their intimate care needs
  - ✓ Where a child, young person or other learner becomes unwell with symptoms of coronavirus and needs direct personal care or there is risk of splashing from a cough, spit or vomit. (The child, young person or staff member feeling unwell should also wear their face covering or a mask if possible).
  - ✓ Any other task that would routinely involve PPE e.g. providing first aid.
  - ✓ First aids kits and the area where they are stored should ensure supplies to deal with covid-19 symptoms – masks, gloves, aprons and visors.

- ✓ Aerosol Generating Procedures (AGP) – in a small number of complex medical cases staff may be involved in procedures with an increased risk of transmission through aerosols e.g. tracheostomy care

Notes: