
NORTH AYRSHIRE COUNCIL

8 December 2020

Cabinet

Title:	Local Education Phasing Delivery Plan (Revised)
Purpose:	To seek Cabinet approval on the revised North Ayrshire Local Education Phasing Delivery Plan.
Recommendation:	<p>That Cabinet:</p> <ul style="list-style-type: none">i) Notes the continued progress that has been made in response to Scottish Government legislation; andii) Approves the revised Local Education Phasing Delivery Plan.

1. Executive Summary

- 1.1 On 30th of June 2020, Cabinet approved North Ayrshire's Local Education Phasing Delivery Plan (LPDP). This set out North Ayrshire's approach to restoring in-school learning; to providing remote learning (the "Contingency Plan"); and delivering childcare for vulnerable children and families of key workers.
- 1.2 Scottish Government announced on the 30th of July 2020 that all schools should reopen full-time from the 11th of August 2020 and that arrangements, such as blended learning, should remain in place as a contingency.
- 1.3 As a result, North Ayrshire's Local Education Phasing Delivery Plan has been updated to reflect the steps taken to ensure the safe return of over 18,000 learners and 2000 staff across North Ayrshire in August 2020.
- 1.4 The revised Local Education Phasing Delivery Plan is included at Appendix 1. The key changes include:
 - Removal of a requirement for 2-metre physical distancing between pupils across the school estate & school transport.
 - Updates to the establishment risk assessment template, which must be completed by all education settings, to reflect Health and Safety Executive guidance as well as national and clinical advice.
 - A new requirement for pupils and staff to wear face coverings in secondary school common areas as well as the option to wear them in learning settings if they choose.

- Further information on how education establishments should respond in the event of a suspected Covid-19 case or outbreak.
- Revised contingency arrangements should a pupil, class or whole school be required to self-isolate.
- Additional information on remote and online learning provision
- Information on additional staffing recruited as a response to the return to in-school learning.

2. Background

- 2.1 North Ayrshire's Local Education Phasing Delivery Plan was created in response to Scottish Government's "Excellence and Equity During the Covid-19 Pandemic" and "Strategic framework for reopening schools, early learning and childcare provision" guidance. These documents informed the local authority's approach to restoring in-school learning; providing at home learning; and delivering childcare for vulnerable children and families of key workers during the first wave of the pandemic.
- 2.2 Scottish Government's strategic framework indicated a combination of factors which meant that a blended model of in-school and at home learning was likely for most pupils, at least during the initial phase of re-opening of schools. This informed the decision to develop blended learning plans, which would have resulted in learners' education being split part-time between school and at home learning.
- 2.2 Due to the publication of revised scientific advice, Scottish Government announced on the 23rd of June that physical distancing would not be required between learners in education settings. This also extended to school transport which has been viewed as an extension of the school estate. This was followed by Scottish Government announcing on the 30th of July that all pupils should return to full-time in school education from the 11th of August onwards.
- 2.3 In response to the expectations outlined in the national framework and Scottish Government's Education Continuity Directions, North Ayrshire Council established an Education Recovery Board which facilitated effective partnership working across the Council to implement national legislation and this included the creation of the Local Education Phasing Delivery Plan.
- 2.4 Due to the changing nature of the Covid-19 pandemic, it was agreed by Cabinet that the Local Phasing Delivery Plan should remain a live document which would be amended to reflect further developments. This document has been provided at Appendix 1 and updates are highlighted in the version control contents page and in red font within the plan.
- 2.5 Scottish Government's Education Continuity (No. 5) requires each education authority to prepare contingency plans which can be used immediately in the event of a local coronavirus outbreak. This has been incorporated in the revised Local Education Phasing Delivery Plan.
- 2.6 In addition, all education establishments developed local arrangements, specific to their individual contexts, should these contingencies need to be implemented in response to confirmed Covid cases.

2.7 A major development, since the first version of Local Phasing Delivery Plan was approved by Cabinet, has been the purchase of additional ICT devices and connectivity for pupils at risk of digital exclusion if remote learning is required. North Ayrshire Council received £ 551,172 from Scottish Government's digital inclusion fund and has invested a further £318,960 to meet identified need. This has included the purchase of:

- 1217 wifi iPads
- 189 cellular iPads
- 306 MiFi units
- 900 chromebook laptops
- 582 anywhere SIMs for 12 months

2.8 In addition, remote learning also continues to be supported through the on-going development of digital learning resources locally via Glow. Some schools have also adopted digital approaches to issuing homework and piloted the use of digital technology to hold virtual whole school assemblies. VSCENE, which is an education specific video collaboration tool, is now in place for remote learning and will complement the on-going expansion of the national e-Sgoil learning and teaching platform.

2.9 North Ayrshire has also enhanced school staffing in response to the on-going pandemic. This has resulted in the recruitment of a total of 50 additional teachers and 8 classroom assistants for the current academic year and the retention of existing enhanced classroom assistant levels in the first half of the year to support a successful transition back to in-school learning.

2.10 The projected impact and implications, including financial, of implementing blended learning plans (including the staffing and ICT implications) were reported to Cabinet on 30th June. These are under continuous review, and the situation remains fluid as local cases and outbreaks influence financial and operational decision making.

2.11 In relation to health and safety and in-school arrangements to safeguard staff and pupils, the HSE has visited a number of North Ayrshire establishments and is satisfied with the current and ongoing measures being implemented to respond to Covid-related circumstances.

3. Proposals

3.1 It is proposed that Cabinet:

- i) Notes the continued progress that has been made in response to Scottish Government legislation; and
- ii) Approves the revised Local Education Phasing Delivery Plan.

4. Implications/Socio-economic Duty

Financial

- 4.1 As noted in 2.9 the financial implications associated with the implementation of blended learning are being continually influenced by local circumstances. Further updates will be provided as part of the Covid finance reporting schedules.

Human Resources

- 4.2 Implementation of blended learning plans have resulted in the need to recruit additional staff to cover potential staff absence related to Covid-19. This is being reviewed on an ongoing basis. Contractual arrangements have been made to identify and employ additional staff already to support service continuity.

Legal

- 4.3 The Local Phasing Delivery Plan has been developed to take account of existing statutory duties relevant to the provision of education and all five Educational Continuity Directions issued to Education Authorities by the Scottish Government during the pandemic.

Equality/Socio-economic

- 4.4 A range of measures have been developed within the LPDP to ensure that the arrangements are responsive to a range of needs, including deprivation and health and wellbeing.

Environmental and Sustainability

- 4.5 None

Key Priorities

- 4.6 Council priorities:
- Children and young people have the best start in life.
 - Active and strong communities.
 - Inclusive, growing and enterprising local economy.

Community Wealth Building

- 4.7 The commitment to continued employment of supply staff and local funded providers respects our commitment to local employment and procurement. For example, we have worked closely with our funded providers to ensure appropriate delivery of early years and childcare in a way which supports their business objectives, and school meals continue to be sourced locally.

5. Consultation

- 5.1 Consultation takes place at the Education Recovery Board, which has representatives from services across the Council and Trade Union representatives.

Audrey Sutton
Interim Executive Director

For further information please contact **Caroline Amos/ Andrew McClelland, Head of Service**, on **01294 324416 or 01294 324413**.

Background Papers

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NORTH AYRSHIRE COUNCIL



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

EDUCATION RESILIENCE PLANNING

*Managing Risk / Prioritising Safety and Wellbeing / Ensuring Learning
Continuity*

Version 3 – November 2020

Version Control

Version	Date of Issue	Section Changed	Reason for Change	Update Summary
Version 1	July 2020	Initial Document		
Version 2	Sept 2020	Our Phased Approach	Revised Contingency Plans	Removed
		Section 2 – Factor 1	In line with revised SG Guidance	Update
		Section 2 - Staff who were shielding or are clinically vulnerable	In line with revised SG Guidance	Additional Section
		Section 2 – Staff required to self-isolate	In line with revised SG Guidance	Additional Section
		Section 2 – Staff required to quarantine	In line with revised SG Guidance	Additional Section
		Section 2 – Staff absent due to childcare	In line with revised SG Guidance	Additional Section
		Section 2 – Children who are shielding and clinically vulnerable	In line with revised SG Guidance	Update
		Section 5 – Sector Advice Card	In line with revised SG Guidance	New Section
		Section 7 - Curriculum	In line with revised SG Guidance	Additional bullet for Senior Phase/College attendance with links to College arrangements documentation
		Section 8 – Physical Education and Home Economics	In line with Education Scotland Guidance	New Section
		Section 9 - Music	In line with Education Scotland Guidance	New Section
		Section 10 – International Travel	In line with revised SG Guidance	New Section
		Section 11 – School Trips including Overnight Stays	In line with revised SG Guidance	New Section
		Section 15 – Breakfast Clubs	In line with revised SG Guidance	New Section
		Section 17 – Movement Between Schools	In line with revised SG Guidance	New Section
		Section 19 – Teaching Spaces	In line with revised SG Guidance	New Section
		Section 21 – Break and Lunchtimes	In line with revised SG Guidance	Update on cleaning of dining room furniture and availability of

				drinking water. Wearing of face coverings in communal areas.
		Section 22 – Staff Areas	Updated Advice	Staff layouts to be adhered to
		Section 23 – Hygiene	In line with revised SG Guidance	Minor revision to wording and revised guidance on ventilation systems
		Section 26 – Health and Safety Matters	General Update	Availability of PPE
		Section 27 – Risk Assessments	General Update	To share risk assessments with staff
		Section 28 - PPE	New Heading	Update on suspected Covid-19 paragraph
		Section 29 – Process for Display of Symptoms and an Identified Outbreak	New Section	Includes links to the Process Maps
		Section 30 – Face Coverings	In line with revised SG Guidance	Use of face coverings in communal areas and use of FFP3 type face coverings
		Section 31 – Test, Trace, Isolate and Support (Test and Protect)	In line with revised SG Guidance	To reflect current processes for testing of staff, children, parents and carers
		Section 32 – Intimate and Personal Care	In line with revised SG Guidance	Minor changes to face coverings
		Section 33 - Staffing	In line with revised SG Guidance	Updates on shielding and clinically vulnerable staff and mitigation of staff absence
		Section 34 - Communications	To reflect current processes	For primary schools
		Section 37 – Contingency Arrangements	New Section	With examples
Version 3	Nov 2020	Section 2 – Mitigating Factors for COVID-19	In line with revised SG Guidance – 30 Oct 2020	Details of protection levels added. Section on face coverings moved from Section 37
		Section 6 - Schools	In line with revised SG Guidance – 30 Oct 2020	Additions ASN – updates risk assessments

				Secondary – SQA Information
		Section 7 – Early Learning and Childcare Settings	In line with revised SG Guidance – 30 Oct 2020	New Section
		Section 8 - Curriculum	New Guidance on E-Learning	National E-Learning offer to support a blended approach to learning
		Section 9 - PE	In line with revised Education Scotland Guidance 2 November 2020	Separated from HE and new guidance protection levels
		Section 10 – Changing Rooms	In line with revised Education Scotland Guidance 2 November 2020	New Section
		Section 12 - Music	In line with revised Education Scotland Guidance 2 November 2020	Follow SAGE advice
		Section 13 – Art, Design and Photography	In line with revised Education Scotland Guidance 2 November 2020	New Section
		Section 14 – Dance and Drama	In line with revised Education Scotland Guidance 2 November 2020	New Section
		Section 15 – Science and Practical Sessions	In line with revised SSERC Guidance – 1 and 7 Sep 2020	New Section
		Section 19 – School Day	In line with revised SG Guidance – 30 Oct 2020	Face coverings
		Section 22 - Visitors	In line with revised SG Guidance – 30 Oct 2020	Face coverings
		Section 23 – Movement Between Schools	In line with revised SG Guidance – 30 Oct 2020	Face coverings and limit attendance
		Section 24 – Staff/Pupil Movement	In line with revised SG Guidance – 30 Oct 2020	Face coverings and reinstatement of fire drills
		Section 25 – Teaching Spaces	In line with revised SG Guidance – 30 Oct 2020	Addition of protection levels and face coverings

		Section 27 – Breaks and Lunch	In line with revised SG Guidance – 30 Oct 2020	Face coverings
		Section 28 – Staff Areas	In line with revised SG Guidance – 30 Oct 2020	Face coverings
		Section 29 - Hygiene	In line with revised SG Guidance – 30 Oct 2020	Updated Information on ELC use of anti-bac gel and toothbrushing
		Section 30 – Equipment and Resources	In line with revised SG Guidance – 30 Oct 2020	Handling of jotters and quarantining
		Section 32 – Health and Safety Matters	In line with guidance from NAC Corporate Health and Safety	Addition of emergency evacuations
		Section 35 – Ventilation and Temperature	In line with revised SG Guidance – 30 Oct 2020	New Section
		Section 37 – Test and Protect	Update	Addition of inconclusive testing addition of SEEMiS COVID-19 codes
		Section 39 - Staffing	In line with revised SG Guidance – 30 Oct 2020	Protection levels and Guidance for pregnant employees added

Version 3 – November 2020

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1. Introduction

Together, every day, we will try to do the right thing.

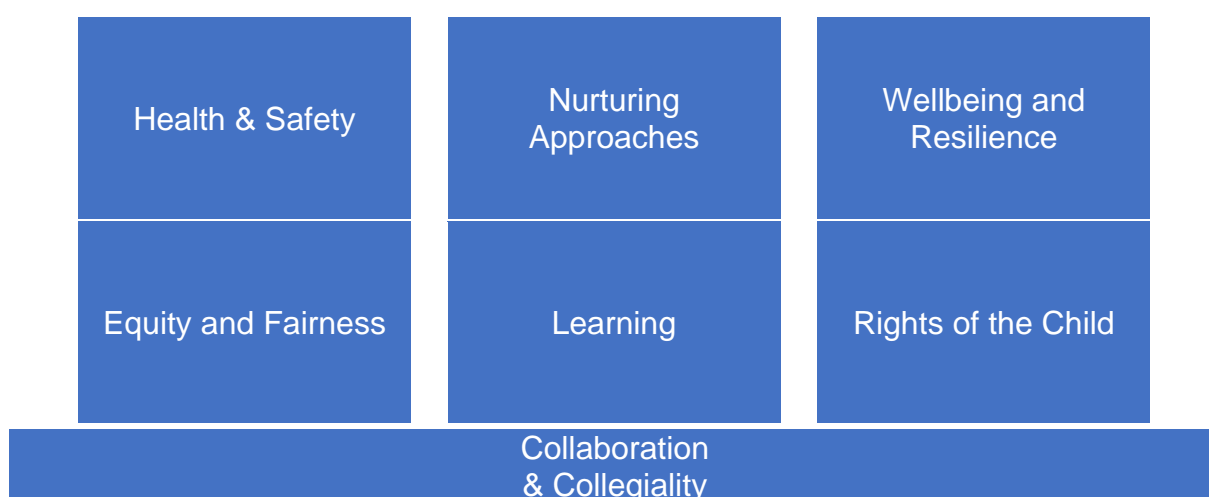
Throughout the pandemic, North Ayrshire's education service has continued to deliver learning to the many children and young people in its care. During lockdown, our staff worked hard to deliver a range of educational activities; they produced and shared resources and provided online materials. Our Head Teachers ensured that our children and young people remained connected to their school communities and they were particularly vigilant in relation to our most vulnerable children and families.

The duty of our service is to deliver a high quality curricular experience to all our pupils and early years children and our task for recovery is to ensure that we respond professionally and responsibly to the challenge of a new delivery model in the context of a pandemic. Children must continue to learn, develop and progress

This plan is North Ayrshire Council's (NAC) approach to the reopening of schools and early learning and childcare (ELC) settings across North Ayrshire and the ongoing delivery of education. It is cognisant of Scottish Government and Public Health guidance, which will continue to be updated following further reviews.

North Ayrshire Council's top priority is to ensure the safety and wellbeing of our children, young people, staff and communities and this is reflected throughout our plans for the range of learning models required in our early years, primary and secondary education establishments. International and local guidance highlights to Head Teachers, the need for effective hygiene measures to suppress the virus and further details have been provided within this document.

Our plan supports the following key principles:



In order to support the development and review of this plan, NAC has worked collaboratively with a range of partners including national bodies, trade unions, neighbouring local authorities and education establishment leadership teams to ensure a wide range of views have been considered and our key challenges and opportunities highlighted.

Whilst there is a need for centralised guidance to ensure a holistic approach for our educational establishments Education recognises much of this will be context specific and different solutions may exist at a local level. As a result of this, establishment leadership teams will be supported through this plan's principles to make informed local decisions which reflect the needs of their learners, staff and wider community.

The priority considerations outlined within this plan are as follows:

- The health and wellbeing of our school communities
- The delivery of an appropriate curriculum
- Continuity of learning for children and young people during periods of quarantine, self-isolation or temporary school closure
- All planning will be based on relevant medical and scientific evidence
- Health and Safety measures should be in place, including appropriate and effective risk assessment to prevent the spread of the virus
- We will adopt a 2m radius in our approach to physical distancing planning. All available indoor and outdoor learning spaces should be utilised to maximise the available space and promote physical distancing where possible.

As we respond to meet the needs of our pupils, families and communities during this global pandemic, we endeavour to work together to ensure that all children and young people in North Ayrshire experience the best start in life and are able to attain and achieve their full potential. This plan provides further detail of the approach we have taken as we embark on this journey together.

2. Mitigating Factors for Covid-19

2.1 Factor 1: Protection Levels

Protection Levels are set, reviewed and changed by the Scottish Government. All staff must be aware of the Protection Level in place in North Ayrshire.

Protection Level 0 – 2

Face coverings should be worn by adults where they cannot keep 2m away from other adults and / or children and young people across primary and secondary. Within ELC and childcare models there is no requirement to wear a face covering in early stage and P1 and P2. The “sustained period” of close contact for 15-minutes no longer applies.

Protection Level 3 – 4 Enhanced Protective Measures

In North Ayrshire face coverings should be worn by adults at all times where they cannot keep 2m from other adults and/or children and young people in primary and secondary schools (with some exceptions for P1-P2).

Face coverings should be worn by adults in Early Learning and Childcare settings when physical distancing is not possible but are not mandatory when interacting with children.

Face coverings should be worn by parents and other visitors to any school site (whether entering the school grounds or building), including drop-off and pick-up times.

2.1.1 Face Coverings

- As North Ayrshire is currently in Level 3, pupils in the senior phase (S4-S6) and their teachers and support staff should wear face coverings in classrooms, as well as when they are moving around the school and in communal areas.
- Face coverings should be used by adults and secondary pupils when moving around settings, communal areas, staff rooms, administrative areas or canteens across all school settings. Some staff will be exempt from wearing face coverings for medical reasons. Anyone who believes they are exempt should make an application for an exemption card via the attached link.

<https://exempt.scot/face-covering-exemptions/>

Classroom assistants and those supporting children with additional support needs, who routinely have to work within 2m of secondary-aged young people, 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 young person - appropriate use of transparent face coverings may help in these circumstances.

No-one should be excluded from education on the grounds that they are not wearing a face covering. As is usual, if there are any concerns about a child or young person behaving or acting in a way which does not align with school policy or procedure, their behaviour or actions should be discussed with them to resolve those concerns as quickly as possible.

Guidance is available for curriculum-based subjects and can be found in the Education Scotland Hub.

<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2020/10/covid-19-scotlands-strategic-framework/documents/annex-1-protection-levels-framework/annex-1-protection-levels-framework/govscot%3Adocument/annex-1-protection-levels-framework.pdf>

2.1.2 Attendance at school/workplace

Protection Level 0-2

It is anticipated that normal school attendance can be maintained however, if parents/carers or staff raise concerns they should be discussed and managed appropriately.

Protection Level 3

Parents/Carers should discuss with their GP or clinician whether children with the highest clinical risk should still attend school/ELC.

Head Teachers and Heads of Centres should ensure that individualised risk assessments for staff members with the highest clinical risk are in place and updated

appropriately, and staff should speak to their line manager to ensure all appropriate protections are in place. Consideration should be given to supportive discussions with Occupational Health.

Decisions on appropriate protections should be informed by the individualised risk assessments, and may include protective measures in the workplace, such as working remotely (e.g. at home or in different settings) or carrying out different tasks within their usual workplace. If protections cannot be put in place, staff can discuss with their line manager whether a fit note is required from their GP or clinician.

Protection Level 4 - Enhanced and Targeted Protective Measures

Children and young people who are in the shielding grouping should not attend school/ELC. However, further consideration should be given to the use of individualised risk assessments to maximise school attendance and increase access to regulated childcare service, for children who continue to shield during Level 4 restrictions.

The risk assessments should be informed by guidance from the secondary care (hospital) clinical team managing the health needs of the child or young person.

For staff at the highest clinical risk, the Head Teacher or Head of Centre should ensure that an individualised risk assessment is completed and in place. At Level 4, to provide additional assurance, the Chief Medical Officer will issue a letter which is similar to a fit note that will last for as long as the local area is under Level 4 restrictions. This letter can be used in the few cases where, following updating of risk assessments and discussions with employers, it is not possible to make a workplace safe for staff. Being in receipt of one of these letters does not automatically mean that staff should not attend work if appropriate protections and controls are in place.

Staff should use the period covered by the letter to discuss any concerns further with their employer or an occupational health adviser. If, on completing the individualised risk assessment, the actions result in adequate protections in the workplace, then they may continue to attend work.

2.2 Factor 2: Physical Distancing

A 2m physical distancing approach has been adopted within all establishments both between staff members and between staff members and pupils. This measure is in line with scientific and medical guidance and is current at the time of writing. However, this measure may be adapted following Scottish Government guidance and any accommodation arrangements should be flexible enough to permit future changes.

All schools have been supported by Property Management & Investment (PMI) through a measurement exercise which advises on the maximum numbers of persons in each space where physical distancing applies. This will include non-teaching spaces such as staff areas and school kitchens, where physical distancing will also be required.

Early years and primary school children do not need to physically distance from each other, but staff should remain physically distanced from children, where possible.

Secondary schools should encourage distancing wherever practicable between young people, particularly in the senior phase.

All schools must do their utmost to encourage and maximise opportunities to maintain as much distance as possible, within the constraints of school timetabling, physical building layout and other factors.

Wherever possible, efforts should be made to keep children and young people within the same groups for the duration of the school day.

2.3 Factor 3: Responding to Covid-19

Responding to Covid-19

The Risk Assessment document for each school will clearly advise staff on the correct procedure to be undertaken should anyone display Covid-19 symptoms during the school day. The NAC general process for how to respond to someone displaying symptoms in a school/EYC is accessible via NAC Glow Education Sharepoint here: [NAC Process for Display of Symptoms](#)

If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the HPS non-healthcare settings guidance:

- If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2m away from other people.
- If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).
- In an emergency, call 999 if they are seriously ill or injured or their life is at risk.
- Schools should adhere to the Test and Protect guidance.
- Further information can be found in the corporate [FAQ document](#)

Staff who were shielding or are clinically vulnerable

Shielding has been paused and those who are medically assessed as clinically vulnerable should complete a personal occupational risk assessment to determine whether the risk is low enough for them to return to the workplace with the appropriate mitigations in place.

If assessed as not able to return to the workplace then the employee will be provided with work to do at home and this situation will be reviewed on a regular basis.

These staff may be involved in:

- Lesson planning
- Interactive education delivery
- Any other roles which can be done from home and as directed by the Head Teacher

Staff who are required to self-isolate

Information on staff who are required to self-isolate can be found in North Ayrshire Council's Corporate [FAQ document](#)

Staff who are required to quarantine

Information on staff who are required to quarantine can be found in North Ayrshire Council's Corporate [FAQ document](#)

Staff who are absent due to childcare

If a member of staff is absent because their child has Covid-19 or Covid-19 symptoms, they would be required to isolate as detailed in the [FAQ document](#). If a member of staff is absent because their child is otherwise unwell, the usual special leave provisions for care of a dependant would apply.

Black, Asian and Minority Ethnic Groups

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

Head Teachers/Heads of Centre must have sensitive, supportive conversations with all Minority Ethnic staff, which 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.

Children who were shielding or are clinically vulnerable

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

Where a child is identified as clinically vulnerable, schools will work with parents to ensure appropriate work and support can be provided.

In Protection Levels 0 – 2, pupils with the highest clinical risk can continue to attend school/ELC and follow the advice to the general population. Enhanced measures apply to children and young people, at highest clinical risk in schools at Protection Level 3 and 4.

3. Buildings

Buildings

North Ayrshire Council's Facilities Management Service is responsible for cleaning and the provision of cleaning resources in most schools in North Ayrshire. For Stanley Primary School, Arran High School, Greenwood Academy and St Matthew's Academy,

this provision is undertaken by Mitie who are the Facility Managers under the PPP contract.

The Education Service has worked closely with identified officers from these Services to ensure appropriate signage and hygiene facilities are provided in all establishments. This includes the provision of hand sanitiser and soap, in line with the risk assessments carried out in each building and school delivery plans developed by head teachers with guidance provided by Council officers through onsite visits to establishments.

Utilisation of buildings

As outlined above and during Phase 3 of the Scottish Government's Recovery Programme, all school buildings will be open for use. All schools must comply with their risk assessment, health and safety requirements and Scottish Government directions.

It remains the responsibility of each education establishment leadership team to manage risk assessments for their context with support and guidance available centrally from Corporate Health & Safety and the Education Infrastructure team.

Each education establishment was supported to prepare for the return of staff and pupils through a visit by Council Officers with specialist knowledge of the various service delivery areas. This included officers from Education Infrastructure, Facilities Management, Building Services, Property Management and Investment (PMI) and Health & Safety.

Officers were able to offer support and advice for Head Teachers in completing a pro-forma planning document and risk assessment for their establishment. The document templates were approved centrally, to ensure fairness and consistency of approach across North Ayrshire.

4. The "Covid-Ready" Capacities of Schools

NAC officers have undertaken an exercise to establish the notional capacity of each space in each school, should the current advice on physical distancing change in the future.

It is recognised however that no two schools are the same or operate in the same way. This will require each Head Teacher to consider the indicative capacity information provided to them and apply knowledge of their local factors. Head Teachers have been provided with layout plans showing the indicative capacity of spaces within their school.

Schools have been encouraged to utilise all available spaces within their buildings in order to provide suitable accommodation whilst observing current restrictions.

5. Sector Advice Card

This reference document was designed by Scottish Government to guide action to prevent the spread of Covid-19; to support workplace communications and training; and to describe the action to be taken in the event of an outbreak. Separate cards have been produced for various sectors of public life. [The Sector Advice Card for Schools](#) is available through the NAC Glow Education Sharepoint site and covers the following topics:

- Additional Information with associated links
- Prevent and spread of Covid-19 in Schools
- Workplace Communication – Schools
- Actions in the Event of a Suspected Outbreak – Schools

It is recommended that this document be displayed in schools.

6. Schools

Primary schools

The local authority seeks to maximise the amount of in-school teaching time and this is reflected in school attendance models. Any changes to school operating times have been made to maximise class contact time and are aligned to local agreements on teacher contact.

Facilities Management will provide an enhanced cleaning regime during the week. This will include additional hours for cleaning throughout the school day, with a focus on touch points such as handrails, door handles etc.

All existing NCCT working agreements remain in place. Arrangements for part time, temporary and non-teaching staff will be managed by school leadership teams to ensure this meets the needs of the local context.

For the early stage (P1-P2), schools may consider making use of ELC models of managing children's interactions and other mitigations, where appropriate, particularly when adopting a play-based approach.

ASN schools

In recognition of the bespoke nature of ASN school provision and the need to safeguard the welfare and wellbeing of some of our most vulnerable children, bespoke plans are in place for each individual pupil. These take account of any updated risk assessment and will be coordinated by ASN school Head Teachers with support from the Education Senior Management Team and the ASN Campus Head Teacher.

These risk assessments need to be reviewed regularly taking account of:

- the minimum space required to ensure the required 2m physical distancing between adults who might be in a classroom

- the mitigations which may require to be adopted according to the nature of activity being undertaken and individual pupil needs
- the appropriate mitigations needed to address infection control and pupils' needs to keep children, young people and staff safe
- the risk associated with planned learning activities which require adults to be in close contact with each other and with pupils
- the risks involved and the mitigations required to be in place for situations where adults require to be in close contact with each other and/or with pupils in order to provide support and intervene, e.g. in de-escalation procedures.

Secondary schools

Secondary school Head Teachers have developed bespoke models for their school context and should continue to ensure decision making aligns with the guidance outlined in this document and school capacity information issued. A key consideration initially was the revision of the timetable to maximise teaching time for pupils with a focus on utilising technology to enable all learners to participate in learning at-home and in-school.

Senior phase/SQA National Qualification Courses

There will be no external assessment of National 5 courses this year and an alternative certification approach will be put in place based on teacher and lecturer judgement supported by continuous and specific assessment and robust quality assurance procedures.

Higher and Advanced Higher exams are planned to start on Monday 10 May 2021 and finish on Friday 4 June 2021, with Results Day on Tuesday 10 August 2021. A clear contingency plan will require to be developed and there are key checkpoints in place up to the February break to allow the Scottish Government to assess public health advice and its impact on the plans for these exams.

7. Early Learning & Childcare Settings

Initial Scottish Government guidance was published on 21 Aug 2020 providing further information on how early learning & childcare provisions would operate safely on fully re-opening at the start of the new term. Throughout the summer period the Service continued to provide early learning and childcare provision for identified vulnerable children and children of key workers.

New guidance for early learning and childcare settings was published on 30 October and included the following information.

Cleaning in an early years setting must be completed at least daily or when groups of children change in preparation for a new group of children. Surfaces in dining and snack areas should be wiped down and disinfected between uses by each group.

Facilities Management will provide an enhanced cleaning regime during the week. This will include additional hours for cleaning throughout the day, with a focus on touch points such as handrails, door handles etc.

Soft furnishings, such as throws, should be used for individual children and washed after use. Where children have their own blankets, throws etc these should be stored in individually identified bags and laundered weekly as a minimum.

Where possible parents should provide any outdoor clothing, which should be taken home each week for laundering. Children should not share clothing.

Limiting Children's Contacts

Early years settings must consider how to limit contact. Consideration should be given to the following factors:

- Children must be managed within identified consistent groups.
- More than one group can use a large space, but groups should not mix.
- The size of the group will depend on the age and overall number of children and the layout of the setting.
- Large indoor groups should be avoided.
- Groups should be no more than 33 children in one group with adult to child ratios in line with national care standards.
- Children are not required to physically distance from each other.
- Staff should work with the same groups.
- Where possible, staff breaks should be managed to ensure groupings of staff do not mix.
- Consideration should be given to moving all unnecessary items from the playroom setting to maximise capacity and decrease cleaning requirements.

Outdoor Spaces:

- If outdoor equipment is used, multiple groups must not use it simultaneously.
- Appropriate cleaning time must be provided between each group.
- Staff should consider using other outdoor spaces, such as parks, woodland and beaches near to their setting whilst keeping groups away from other children or adults who are not part of the service.

Physical Distancing:

- Physical distancing between adults must be maintained at all times. This applies to staff, parents and any other adult who may attend the early years setting including external contractors and delivery personnel.
- All staff rooms and offices should be set out in line with the detailed revised plans as supplied by PMI and maximum occupancy notices should be placed on doors.

Use of Face Coverings in an Early Years Setting: (see section 2.1.1 Face Coverings for full detail)

- Face coverings are not required when working directly with children, including on the floor or supporting children to move around the building, toileting or as a result of being less than 2 metres from children.
- Adults must maintain a 2m distance from other adults.
- Face coverings must be worn when adults cannot maintain a 2m physical distance from other adults including in all corridors and communal spaces.
- These should also be worn when in all offices, admin areas and toilets unless an exemption applies.

- Parents and visitors must wear a face covering in all areas of the school/ELC grounds – internal and external.

Singing in an Early Years Setting

The Advisory Sub-Group on Education and Children's Issues has concluded that singing in early years settings should not take place indoors. The Group recognises that children will sing naturally when playing and should not be discouraged from doing so.

Drop Off and Pick Up:

- Consideration should be given to one-way systems for parents and children to access and leave the setting.
- Parents should wear a face covering whilst on the grounds including in the car park.

Staffing in an Early Years Setting:

- It is recommended that staff, including supply staff, do not work across more than one setting in a day.

Blended Placements:

- Attendance by children in blended arrangements should be reduced as far as possible.
- Parents and carers should be encouraged to limit the number of settings that their child attends.
- Where a child attends more than one setting consideration must be given to sharing records across settings to assist with any Test and Protect process – records should be managed in a way which is consistent with GDPR.

Student Placements

The SQA is developing guidance on the HNC Childcare Practice to support providers with the challenges of delivering the placement elements of the qualification in this academic year. The guidance will highlight the need to develop contingency plans to allow students to undertake some practices through remote learning. Please see link below.

[Broad guidance on evidence gathering and estimation](#)

8. Curriculum

In delivering the curriculum throughout the Recovery Phase, ELC, primary and secondary teachers and practitioners should consider the following key points:

- Setting out a clear statement of intent to prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families
- Recognition that good health and wellbeing is fundamental to ensuring that children and young people can engage effectively in their learning.
- In ELC, Realising the Ambition will continue to be utilised as a practice guide to support high quality delivery of learning and childcare in early learning settings.

- The Care Inspectorate document [Operating an early learning and childcare setting \(including out of school care and childminders\) during COVID-19](#) will be used to support self-valuation activity particularly around the health and wellbeing of toddlers and young children.
- Using the [Refreshed Narrative for Curriculum for Excellence](#) as a practical tool to support a curriculum rationale for the BGE and senior phase in the Recovery Phase. Periodic review of the curriculum rationale during the Recovery Phase will help to ensure the curriculum is shaped locally and takes account of children and their families' circumstances.
- Maximising opportunities for communications and dialogue with children, young people and their families and continuing to build relationships and resilience. Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.
- Ensuring regular contact for children and young people with a key adult from the school who knows them well, to talk about their wellbeing; to share experiences during lockdown, including successes and challenges; to offer compassion and individual support as required; and to support engagement with learning.
- Ensuring regular access for learners to high quality activities through working with teachers and practitioners in educational settings and remote learning at home.
- Considering how engaging with partners in youth work, culture and sport may be able to enrich the offer available for children and young people outside school hours. Focusing on learning across literacy, numeracy and health and wellbeing will be the initial priority with increasing learning experiences across all four contexts of learning. Cross curricular linked themes can help learners' experiences and activities across the BGE and senior phase.
- 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 whilst on campus. This has now been included within [updated NAC guidance for school-college partnership arrangements](#). Similar guidance has also been prepared for use with senior phase learners accessing [NAC foundation apprenticeships](#) and [Advanced Highers through NAC consortium arrangements](#). These documents are also available on NAC Education Glow Coronavirus pages).
- Schools have been advised that pupils should not attend work experience until further notice.
- Focusing on promoting and developing skills that will increase children and young people's abilities to learn remotely and identifying opportunities to develop future skills that will help equip them for the uncertainties of the future.
- Working with learners and their families in drawing together evidence of learning to begin to determine children's achievements together with their next steps in learning. The moderation cycle should be a helpful process to follow.
- Recognising that children and young people from disadvantaged backgrounds may have faced multiple barriers to learning over the period of the school closures. Applying the principle of equity, consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap.

National E-Learning Offer to Support a Blended Approach to Learning

Head Teachers and Heads of Centre must develop their contingency plans for providing education remotely for some children and young people or perhaps a full class, should they need to self-isolate for a period of time.

e-Sgoil has developed a range of live interactive lessons for learners in the Broad General Education and the Senior Phase.

A direct link to the offer can be found here <http://esgoil.com/esgoilbgeoffer2020/>

Head Teachers can register an individual or groups of pupils and children and discuss specific requests. Learners in the senior phase can currently register directly for the after-school hours online study support sessions.

If any Head Teacher or Head of Centre is interested in providing recorded content or live supported study for any part of the E-Learning National offer, please contact fionahopkins@north-ayrshire.gov.uk and she will take this forward with the local SWEIC implementation group which is developing an online offer.

9. Physical Education

[Updated guidance for PE \(V7 - 2/11/20\)](#) was introduced on 2 November 2020 and supersedes previous guidance issued. Schools must be aware of the current Protection Level in operation within North Ayrshire and make suitable arrangements for PE based on that Protection Level. Risk Assessments must be reviewed and updated to take account of any changes that may need to be made and ensure that all staff are aware of the updated arrangements.

10. Changing Rooms

The use of changing rooms should be avoided where possible - however consideration should be given to the needs of children and young people who require additional support.

When considering the use of changing rooms, schools should ensure that they implement reasonable and proportionate control measures which reduce risk to the lowest reasonably practical level and have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice.

More detailed guidance can be found in the [Education Scotland PE curricular guidance \(V7 - 2/11/20\)](#).

11. Home Economics

[Updated guidance for Home Economics \(V2 - 2/11/20\)](#) has been produced by Education Scotland.

The guidance for HE follows the same principle as that developed for PE and should allow schools to review and amend their risk assessments and also includes suggestions to stimulate conversations about how Home Economics can be safely and effectively delivered, and these should be included in the Home Economics risk assessments.

12. Music

There is an increased risk of transmission of Covid-19 during instrumental and class music lessons (particularly when singing and playing wind instruments). This is because of the respiratory aerosols which are exhaled during these activities and the close proximity of participants. The wearing of face coverings is usually not possible for these activities.

[Education Scotland published new guidance on 30 October 2020 - Key Messages from the COVID-19 Sub-Group Advice on Music.](#)

A specific risk assessment should be in place to inform of the decisions and control measures taking account of the individual needs of those with additional support needs.

The [updated guidance for Music \(V2 - 30/10/20\)](#) from Education Scotland will assist schools in determining a suitable approach to re-introducing music lessons. Any risk assessments associated with these activities must be reviewed, updated and shared with appropriate staff. Please see link below.

Specific advice on singing in an early years setting can be found in Section 7 of this document.

13. Art, Design and Photography

[Updated guidance for art & design and photography \(V2 - 27/10/20\)](#) should be used by practitioners to support safe decision making and implementation of activities in this curricular area.

14. Dance and Drama

[Updated guidance for dance \(V3 - 4/11/20\)](#) and [drama \(V3.1 - 4/11/20\)](#) is available from Education Scotland to support the safe delivery of these subjects in the current context.

Risk Assessments must be reviewed and updated to account for any changes that may need to be made and ensure that all staff are aware of the updated arrangements. These must be shared with staff.

15. Science and Practical Work

The Scottish Schools Education Research Centre (SSERC) published guidance on Science on 1st and 7th September 2020. The most recent guidance is the [SSERC guidance for practical work in science](#).

Risk assessments should be reviewed and updated to reflect changes and shared with all staff.

16. International Travel

The Health Protection (Coronavirus) (International Travel) (Scotland) Regulations 2020 require all those returning to Scotland from non-exempt countries to self-isolate at home or another appropriate location for 14 days.

Those self-isolating should not go out to work or school or visit public areas.

This point is covered on the sector advice card (see section 5) that should be displayed prominently in schools. The list of exempt countries is kept under constant review, and schools and local authorities should ensure they are familiar with the most up to date list. Head Teachers and Heads of Centres should ensure that arrangements are in place to identify and support children and young people who need to self-isolate including appropriate safeguarding measures. Directors of Public Health and local health protection teams are available to offer further support where there are concerns.

<https://www.gov.scot/publications/coronavirus-covid-19-public-health-checks-at-borders/pages/overview/>

17. School Trips including Overnight Stays

The COVID-19 Advisory Sub-Group on Education and Children's issues has published advice on school trips which include an overnight stay. The guidance provides key messages when considering school trips:

- Overall, the risks of transmission on a school trip which includes an overnight stay away from place of normal residence are greater than the potential benefits to children and young people.
- Trips which include overnight stays should be introduced in an incremental manner.
- Planning for such visits should not commence until later in the school year, when there will be greater understanding about the virus and viral transmission. Actions in different settings will have developed further in response to that learning.

- Decisions to reinstate school trips including an overnight stay will be dependent on there being low levels of Covid-19 infection in the population and on systems being in place for close monitoring, rapid testing and tracing of suspected cases.

<https://www.gov.scot/publications/coronavirus-covid-19-advisory-sub-group-on-education-and-childrens-issues---advisory-note-on-school-trips-which-include-an-overnight-stay/>

18. School Transport

School transport will be provided for all eligible pupils with some changes to prevent the spread of Covid-19.

All children and young people should wash their hands or use hand sanitiser before going on transport and then again when entering their destination.

All pupils over the age of 5 are required to wear a face covering on school transport, unless they are unable to do so. A face covering should be provided by the parent / carer in the first instance and a small supply will be available onboard transport in the event a pupil is unable to source one in advance of the journey.

Scottish Government guidance indicates that school transport should be seen as an extension of the school estate and as a result physical distancing between pupils is not required. On public transport pupils should maintain 2m physical distancing where possible from other passengers.

Further information has been made available to parents, carers and pupils accessing school transport. Schools may encourage pupils to walk or cycle to school in keeping with the promotion of active travel.

19. The School Day

One of the main principles of the government strategy for schools returning has been to minimise the interaction of individuals in the school building in order to reduce the risk of contamination.

This may lead to Head Teachers deciding that an effective way to manage this aspect of the requirements at peak times, is to arrange a phased approach to the school day and activities. This could mean a staggered start and end to the school day, as well as staggered breaks during the day:

- Secondary school Head Teachers should consider timetable structures which minimise movement around the school where possible. This may include consideration being given to teachers moving to pupil groups, rather than vice-versa.
- Where facilities and weather allow, staff should consider using outdoor spaces for learning.
- School assemblies should not take place until further notice.

20. Pupil Drop Off/Pick Up Arrangements

Schools and ELC settings have developed bespoke plans which suit their specific context whilst adhering to physical distancing advice. These have been communicated to all parents/carers.

Restrictions are currently in place for parent/carer/visitor access to school grounds and buildings. The specific arrangements may vary from school to school and these have been clearly communicated to parents/carers by the HT or HoC, as well as being clearly signposted in the school grounds.

Where staggered times are introduced, parents should attend as close to the appointed drop/off pick-up time as possible. Parents will be asked NOT to congregate at the school gates. The advice on the use of face coverings in education settings within each Protection level is slightly different. Please see Section 2.1.1 Face Coverings.

Any protocol developed at school level should consider the following key aspects:

- Children and young people should be regularly reminded of the required behaviours at drop off/pick up time.
- Staff will welcome their group at the designated entrance and then lead them to handwashing facilities prior to entering the classroom.

21. Breakfast Clubs

Any school operating a Breakfast Club or wishing to start a Breakfast Club should refer to the guidance from Food Standards Scotland. The guidance from Food Standards Scotland provides a risk assessment toolkit and checklist which should be followed by the school. The risk assessment and checklist can be found using the link below.

<https://www.foodstandards.gov.scot/publications-and-research/publications/covid-19-guidance-for-food-business-operators-and-their-employees>

[https://www.foodstandards.gov.scot/downloads/COVID-19 -
Risk Assessment Tool for Re-
starting Food Business Operations During COVID-19.pdf](https://www.foodstandards.gov.scot/downloads/COVID-19_-_Risk_Assessment_Tool_for_Re-starting_Food_Business_Operations_During_COVID-19.pdf)

[https://www.foodstandards.gov.scot/downloads/FSS_COVID-
19 summary checklist for restarting food businesses.pdf](https://www.foodstandards.gov.scot/downloads/FSS_COVID-19_summary_checklist_for_restarting_food_businesses.pdf)

In the circumstances where a school has a breakfast club which is organised by the third sector, parents and carers or volunteers, the guidance on unregulated children's services will apply.

<https://www.gov.scot/publications/coronavirus-covid-19-organised-activities-for-children/>

22. Visitor Arrangements

Other than deliveries and the attendance of peripatetic staff, (which may include Building Maintenance operatives on essential business) all other visitors to schools should be discouraged at this current time. The only exception to this is in an emergency situation where a parent/carer is required to be physically present in school to support their child. Otherwise, alternative communication methods should be used. In the exceptional circumstances where a visit **must** take place, then the following procedures must be followed:

- Visit must be pre-arranged, unless in response to an emergency situation
- Staff should take responsibility to complete the Visitor Book on behalf of the visitor
- No plastic visitor ID badges/lanyards should be used. Schools should source a single use alternative
- At Protection Level 3 and above all visitors must wear a face covering on entering the school grounds and continue to wear it for the duration of their visit. The covering must not be removed until they have left the school grounds.
- All visitors to wash/sanitise their hands, on entry to the building
- Visitors should minimise their movement around the school and physical distancing rules should be adhered to.

23. Movement Between Schools

Movement between schools (e.g. of temporary/supply/peripatetic staff etc) should be kept to a minimum, until further notice. This includes attendance at school such as visiting and supply teachers, psychologists, nurses, social workers and those providing therapeutic support.

Head Teachers are required to check that supply staff are not already employed in another school on the day supply work is needed, prior to confirming any offer for supply work. Supply staff should only attend one school per day.

With regard to movement of NCCT teachers between classes and across settings, this is permitted but should be minimised wherever possible. Schools should be encouraged to follow SNCT and LNCT guidance on how flexibility of time over a 2- or 4-week period may help to reduce movement of staff across classes.

In recognising the importance of providing support for children and young peoples' specific health and wellbeing needs, the professionals working with them should make every effort to maintain communication with them and provide support to them by using lower risk methods, such as digital/virtual means or outdoor settings.

This does not mean that none of these services and supports can be provided in the school setting however the management of visitors to schools requires careful risk assessment in order to prevent transmission of the virus within and between schools.

24. Staff/Pupil Movement

Although it is envisaged that pupil groups will stay in their classes wherever possible, there are times (break times, practical classes, end of the school day) when some degree of movement around the school is unavoidable.

All primary staff and pupils and staff in secondary schools are required to wear a face covering, in common areas and school corridors. In Protection Levels 3 and 4 pupils in S4 – S6 are required to wear face coverings in classrooms.

Strategies which may be employed to address movement around the schools are as follows:

- Introduction of a one-way system to school buildings where possible
- Stagger pupil access to corridors
- Use any external doors in classrooms for pupil access/egress to avoid corridors
- In secondary schools, consider removing the period change bell and establishing a staggered arrangement to release pupils into circulation spaces at slightly different times
- Careful management of toilet spaces will be required.
- Fire and Emergency procedures will require to be reviewed in light of any changes which are introduced
- Fire Drills must now be reinstated, and educational establishments must implement plans to test their procedures.
- As physical distancing cannot be maintained during an evacuation, all employees, senior phase pupils and visitors **MUST** wear a face covering throughout. Physical distancing is still required at Fire Muster points between all adults unless space restrictions prohibit this.
- Any child or young person with a Personal Emergency Evacuation Plan (PEEP) must have it reviewed by the school or early years setting to ensure it complies with all requirements.
- Any changes to building layout or pupil /child movement rules must be clearly communicated to all parties and supported by clear signage.

25. Teaching Spaces

Guidance on the use of face coverings in teaching spaces can be found in section 2.1.1

Physical distancing between staff and pupils should be complied with where possible. Class layouts have been reviewed in accordance with physical distancing criteria. The capacity of a space may be affected by the type and portability of the furniture, the prevalence of fixed furniture and equipment, and any specific needs of the staff or pupils who will occupy the space.

Where possible learners should sit at the same desk when they are in the same class. In secondary schools, where possible, pupils are encouraged to sit side by side and facing forwards, rather than face to face.

26. Outdoor Spaces

Outdoor space should be used where it is possible and practical, to enhance the learning experience. Where different groups propose to use outdoor spaces, some co-ordination between staff will be required to minimise interaction between groups.

27. Break and Lunch Times

Pupils should be encouraged to sit with their own learner group where possible and interaction outwith that group should be minimised.

Maintaining physical distancing at break times is not necessary between pupils, but there are a few actions which staff should consider which may assist:

- Promote the use of playgrounds
- Be flexible with timings
- In a Dining Hall, seating should be considered carefully.
- As always, effective supervision, both within buildings and playgrounds will be required.
- Dining tables, chairs and touch points must be wiped down between sittings
- Outdoor equipment should only be used in playgrounds where mitigations are in place and if staff are able to ensure that it is cleaned between groups of children and young people using it.

Face coverings should be worn as advised in section 2.1.1 Face Coverings.

Schools must ensure that free drinking water is available to children and young people throughout the day and schools are expected to continue to meet this duty whilst taking account of the latest health protection advice. Water dispensers were inspected by PMI and cleaned by FM prior to the schools opening.

28. Staff Areas

Physical distancing applies within staff areas of the school. Head Teachers will know the capacity of all staff rooms and staff bases and should plan to ensure that these maximum numbers are not exceeded.

Face coverings will be worn as detailed in section 2.1.1 Face Coverings

Staff should only use their own cutlery, cup etc and should thoroughly clean these items immediately after use. Staff should not prepare refreshments for other members of staff.

School Offices and other staff work areas may be limited in terms of the number of staff who are permitted to work at any one time. Schools should consider additional areas which can be used for administrative work. Offices should be set out as per

the revised maximum capacity with the required physical distancing as identified by PMI.

29. Hygiene

As handwashing with soap and water for 20 seconds is the most effective method of reducing the transmission of Covid-19 from person to person, schools should ensure that there is a regular and robust system of handwashing in place for all occupants of the building, staff and pupils.

Early Years Settings

The new Practical Guidance for Reducing the Risks from Covid-19 in Early Years Settings published on 30 October 2020 states that hand washing with soap and water is most effective method for hand hygiene practices. Where no running water is available then hand wipes can be used. Antibacterial hand gel is not recommended for early years children.

All Other School Settings

The Facilities Management team will continue to ensure appropriate levels of equipment and cleaning materials are available. Enhanced cleaning procedures for schools are in place and it is essential that all practices in schools reflect the importance of rigorous cleaning and hygiene arrangements:

- All children and adults entering and leaving the building should adhere to government handwashing and face covering advice. Staff will continue to reinforce and educate children on the requirement to maintain effective hand hygiene practices prior to arriving at school and throughout the day.
- Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, Facilities Management have provided hand sanitiser at entrances to the building, in classrooms and other areas within the school.
- Facilities Management staff will engage in daily cleaning of all areas in schools. There is also a social responsibility upon staff and pupils to ensure surfaces and resources are clean for learners to use. Antibacterial wipes or antibacterial spray and paper towels must be available in all classrooms.
- Additional cleaning of toilets will take place as part of the overall cleaning regime within schools. Clear signage will be displayed in toilet areas regarding handwashing and use of appropriate hand drying equipment.
- If children and young people are moving between classes, consideration should be given to the Protection Level within North Ayrshire Council for guidance on wearing face coverings as well as ensuring sufficient cleaning materials are provided to enable them to wipe down their desk/chair/surfaces before leaving the room.
- Toothbrushing can continue where there are adequate facilities to do so. Updated guidance is available from Childsmile. Please see link below.

[Childsmile National Standards for Nursery and School Toothbrushing Programmes](#)

Ensure that all children and adults:

- Frequently wash their hands with soap and water for 20 seconds and dry thoroughly.
- Clean their hands on arrival at the school, before and after eating, and after sneezing or coughing.
- Follow the guidance on the use of PPE
- Avoid touching people, surfaces and objects and are advised to cover their mouth and nose with a disposable tissue when they cough or sneeze, and then put the tissue in the bin.
- If symptomatic, be asked to wear a face covering to reduce the risk of virus transmission to hard surfaces via airborne droplets where this can be tolerated.
- Support children and young people who have trouble cleaning their hands independently.
- Consider how to encourage children to learn and practise these habits through regular reminders and signage. Games and repetition may be used to support younger children.
- Have access to bins that have a bin liner in place for tissues and other waste which are collected and emptied throughout the day.
- Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
- Have availability of anti-bacterial wipes or spray to clean surfaces, chairs etc within their classrooms.

30. Equipment and Resources

Equipment and resources in schools and ELC settings will be more limited in the Covid-19 ready environment. Some are hard to clean; some are not essential. Schools and ELCs must give thought to equipment and resources, to ensure that only items which are necessary and can be effectively cleaned, are utilised.

Where available storage can be identified, all unnecessary items should be removed from classrooms or playrooms. This minimises cleaning requirements and permits the staff to clean more areas more thoroughly.

The use of shared resources by learners should be minimised. Factors to consider in planning for this are as follows:

- Staff handling jotters and other equipment should follow the recommended hand washing regime using soap and warm water/use of alcohol-based hand sanitiser.
- This should be undertaken before and after handling jotters (or other pieces of equipment). This mitigates the need for quarantining items for 72 hours before, and 72 hours after. Staff should also avoid touching their mouth, nose and eye area.
- Children should be discouraged from bringing toys from home. If this is not possible the items should not be shared with other children.
- Careful consideration may need to be given to introducing a quarantine system of 72 hours for books in the event of an outbreak, taking account of the risk of transmission against the impact on teaching and learning.
- As far as possible, provide stationery for individual children and young people to reduce the number of shared rulers, pencils etc

- Ensure that items which are unavoidably shared within learner groups are cleaned before and after use
- Consider any specialist areas of schools which may require extremely thorough cleaning (e.g. Sensory spaces, soft play areas etc) and carefully consider how/if these spaces can be used and the regime required if they are to be used.
- Play equipment should be cleaned regularly throughout the day and especially between different groups. Where items cannot be cleaned, these should be removed from use.
- Modelling clay and similar materials should not be used as they cannot be cleaned.

31. School Uniform

In order to facilitate regular laundering of clothes worn to school, Head Teachers should review and revise, as appropriate, their school uniform policy, including consideration of a temporary relaxation of the policy for the duration of the Covid-19 arrangements.

Any change in policy requires to be communicated to all parties at the earliest possible opportunity.

32. Health and Safety Matters

There will be some occasions where staff involved in the delivery of early learning and childcare and education within schools, will not be able to maintain the 2m physical distancing criteria. Where adults cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more) with other adults and/or children and young people, face coverings must be worn.

Any proposed use of PPE must be subject to a risk assessment and be in full accordance with the relevant health and safety or workplace legislation, pertinent to the particular setting in which it will be used.

A supply of PPE has been made available for all education staff. In addition, a process for replenishing PPE stocks across all establishments has been established and communicated.

Emergency Evacuations

See section 24 for advice on emergency evacuations and fire drills.

33. Risk Assessments

A key aspect of NAC's planning for the return of schools is the compilation of a generic Covid-19 Building Risk Assessment reference document for use across all establishments. This will enable Head Teachers and Heads of Centres to produce their own specific Covid-19 risk assessment.

The generic Covid-19 Building Risk Assessment contains the identification of specific Covid-19 hazards and the relevant controls to reduce the risk of virus transmission. Head Teachers or Head of Centres have been supported in the completion of this by Corporate Health & Safety, Property Management and Investment and Facilities Management and the Trade Unions, in advance of establishments opening for staff and pupils. Additionally, in North Ayrshire all Head Teachers have been provided with a full information pack of supporting documents to assist in the operation of the schools during the pandemic.

Whilst the risk assessment document is generic and prompts the thought process on several issues, it cannot cover all circumstances in all schools. Pre-existing risk assessments, which are held by schools for specific activities, must be reviewed and revised at school level, to suit their specific circumstances and must include controls relating to Covid-19.

Establishment risk assessments must be shared with all staff and faculty risk assessments must be shared and made available to all staff within the faculty. Staff should be involved in the risk assessment review process. Staff must also sign to acknowledge that they have read and understood the content of the appropriate risk assessment.

Children, young people and staff with complex needs or underlying health conditions should already have an individual risk assessment and it is essential that all individual risk assessments are now reviewed to consider Covid-19 risk factors. These reviews should be carried out by relevant staff as soon as possible, and as appropriate, in order to highlight any issues which will require to be implemented.

34. PPE

Health Protection Scotland advise that staff should only use PPE in accordance with health and safety policies and risk assessments – i.e. not on an informal, precautionary basis. Staff should only wear PPE when it is appropriate to the task they are undertaking, unless the task is identified as one where there is an elevated risk of transfer of infection through respiratory secretions.

Scottish Government's guidance highlights the types of PPE required in specific circumstances which are set out below:

- **Suspected Covid-19:** A fluid-resistant surgical mask should be worn by staff if they are looking after a child or young person who has become unwell with symptoms of Covid-19 and 2m distancing cannot be maintained whilst so doing. If the child or young person who has become unwell with symptoms of Covid-19 needs direct personal care, gloves, aprons and a fluid-resistant surgical mask should be worn by staff. If the affected person has mild symptoms and is over the age of 16, and can do so, they should go home as soon as they notice symptoms and follow the guidance for households with possible coronavirus infection including testing and self-isolation. If the individual affected is a child or young person below the age of 16 (or otherwise unable to travel by themselves),

parents/carers should be contacted and asked to make arrangements to pick up the child or young person from school.

- Fluid-resistant surgical coverings and eye protection should be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- **Intimate care:** Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding.
- The wearing of face visors can also be considered when providing intimate care in addition to a fluid-resistant surgical mask. The risk assessment should identify the requirement for this.
- Gloves and aprons should be used when cleaning the areas where a person suspected of having Covid-19 has been.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

Having adhered to the legislation and having undertaken a risk assessment, where PPE is required in an education setting, staff should be familiar with how to use the PPE correctly. Anyone requiring advice on its use should contact colleagues within Corporate Health and Safety for further advice and training. It should be noted that where a risk assessment has identified the need to wear a face mask, such as an FFP3 type face mask, then these require face fitting tests to be carried out by a competent tester before they can be used.

35. Ventilation and Temperature

There is a need for an appropriate supply of fresh air to assist with minimising the risk of infection. However, there is also a need to maintain indoor temperatures for reasons including user comfort, health and wellbeing, and learning and teaching.

Schools should ensure that risk assessments are updated appropriately for the autumn/winter period, in consultation with corporate services including PMI, staff, trade unions and (where applicable) PPP providers, to consider issues around ventilation and heating/warmth that are relevant to their specific environments.

Where applicable, ventilation systems (including air conditioners and hot air heating systems) have been checked or adjusted to ensure they do not pose a risk to the spread of the virus. Where possible, all spaces should be well ventilated regularly using natural ventilation (opening windows) or ventilation units.

Where it is not possible to keep doors and windows open, and centralised or local mechanical ventilation is present, systems should wherever possible be adjusted to full fresh air. The local authority will support schools to adopt strategies to balance the need for ventilation whilst ensuring that children, young people and staff are warm. All systems have been adjusted by PMI to meet these requirements.

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. Keeping doors open (again, with appropriate regard to safety and security) may also help to reduce contact with door handles.

Internal fire doors should never be wedged open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system).

It is recognised that in the autumn and winter, schools are unlikely to be able to keep external doors and windows open as often, or for as long, as in warmer weather periods.

Potential approaches may include:

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)

Schools should be mindful of the impacts of poverty on a family's ability to provide suitable and additional clothing. Many schools already support families in these instances and should continue to do so. Families can also be directed to their community Locality Hub via the contact centre.

Some staff may also be unable to access appropriate clothing and schools/centres should ensure they provide warm and waterproof clothing for those who do not have it to allow them to deliver the curriculum.

Mechanical Ventilation

Internal air recirculation should be avoided or minimised. If this is not possible whilst maintaining appropriate internal conditions, systems should be operated to achieve statutory requirements as a minimum. Where these systems are fitted in schools and can be adjusted in line with guidance, this has already been undertaken.

Local Exhaust Ventilation and Fume Cupboards

LEV's WITH EXTERNAL EXHAUST

Where LEV systems vent through an external exhaust system, they can be used as normal. The operator must wear a face covering as would be required in most cases of operating technical equipment served by an LEV. If there is any doubt over exhaust arrangements the equipment should not be used.

LEVs VENTING TO INTERNAL SPACES.

Although these LEVs are fitted with filters, the efficacy of the filters in inhibiting viruses is unknown. Whilst current guidance suggests that virus transmission via these units is “low risk”, more work is required to assess the appropriate control measures required to allow these units to be operated safely. This type of unit must not be used at present.

Fume Cupboards

FUME CUPBOARDS WITH EXTERNAL EXHAUST

Where fume cupboards vent through an external exhaust system, they can be used as normal. The operator must wear a face covering as would be required in most cases of operating technical equipment served by an LEV. If there is any doubt over exhaust arrangements the equipment should not be used.

FUME CUPBOARDS VENTING TO INTERNAL SPACES.

Although these fume cupboards are fitted with filters, the efficacy of the filters in inhibiting viruses is unknown. This may present a risk of recirculating any airborne viruses within the spaces. This type of unit must not be used

36. Process for Responding to Confirmed Cases

Revised processes for (a) Display of Symptoms and (b) for responding to a confirmed case of Covid -19 have been produced and included within this section.

If a symptomatic person tests positive for COVID-19 the Government guidelines for self-isolation must be adhered to and the person cannot return to the establishment until their isolation period is over and they are well enough to return and have been fever-free for 48 hours without the use of medication. Any household members should remain in isolation for 14 days from symptom onset in the symptomatic person, even if they don't have symptoms themselves.

The NHS Scotland test and protect arrangements will be automatically initiated following a positive test and contact tracing will be carried out. Individuals identified through the contact tracing process will be advised to self-isolate as close contact of the confirmed case and must continue to isolate for 14 days from the last exposure to the case even if they have a negative test result. (see Section 37 Test and Protect)

An outbreak is defined as a school having two or more confirmed cases of Covid-19 within 14 days and the normal reporting procedures should be followed when dealing with an outbreak. Public Health Scotland will be notified 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 so they can assess the situation and offer advice.

Schools will be expected to work closely with their Head of Service/senior manager and local HPT to resolve the situation. COSLA and Public Health Scotland are currently developing a national protocol for managing cases and outbreaks in schools

however North Ayrshire's education service and the Public Health Team in NHS Ayrshire and Arran already have an agreed protocol in place.

In some instances, the Health Protection Team will recommend that an Incident Management Team (IMT) is created. The IMT will discuss and agree actions and additional measures to deal with the specific situation faced in a school/centre/location.

For schools/centres this may include:

- reviewing risk assessments
- reviewing if there is compliance with existing guidance,
- greater use of face coverings,
- reviewing and reducing higher risk activities, and/or a move to remote learning.

Schools will be able to register their symptomatic staff as category 3 key workers under the employer referral portal, to ensure priority access to testing. The nature of this portal is to prioritise tests and appointments over the general public. This route directs individuals through to a Regional Test Centre or Mobile Testing Unit (whichever is nearer). For those who cannot access an RTC/MTU (if they do not have access to a car or live too far away), they can order a home test kit.

37. Test and Protect

This strategy is being implemented across Scotland's Health Boards and is vital in the fight to keep transmission rates as low as possible. Schools should ensure that they are familiar with the requirements of the process.

At this time, no staff or pupils will be subject to temperature checks within schools. Individuals and their families, in all cases, should remain vigilant in respect of high temperatures and other common symptoms of the virus.

Full support will be provided for anyone exhibiting symptoms or anyone having been contacted by the Test and Trace Contact Team, as having been in close proximity to someone with the virus.

Everyone who develops symptoms of Covid-19 – a new, continuous cough; fever or loss of, or change in, sense of smell or taste - should self-isolate straight away, stay at home and arrange a test via the appropriate method. See Appendix 6 – Positive Case Flowchart.

People who live in the same household as a person with symptoms should also self-isolate straight away and stay at home. Only those developing symptoms should be tested. There is no need for other members of the household to have a test, unless they are also symptomatic.

If the test result for the symptomatic person is negative, and they are not already isolating as a 'close contact' of a confirmed case, they can end isolation and return to

work or school when they are well enough and have not had a fever for 48 hours assuming also that they are not quarantining for foreign travel reasons. The rest of their household can end isolation straight away.

School staff who opt to undertake asymptomatic testing do not need to self-isolate while awaiting results. If the test is positive, the symptomatic person must remain in isolation until 10 days from symptom onset, or longer if symptoms persist. They must otherwise be well and remain fever-free for 48 hours without medication. The rest of the household should remain in isolation for 14 days from symptom onset in the symptomatic person, even if they don't have symptoms themselves.

Everyone who tests positive for Covid-19 will be put in touch with the local contact tracing team so that other close contacts can be identified. All close contacts who are in the same household as confirmed cases will be asked by Test and Protect to self-isolate for 14 days from symptom onset in the symptomatic person. Contacts from outside the household of the confirmed case will be asked to self-isolate at home for 14 days from the date of last exposure to the case.

Everyone who has been asked to self-isolate by Test and Protect as close contacts of confirmed cases must continue to self-isolate for 14 days, even if they have a negative test result.

Unless otherwise advised by Test and Protect or local Incident Management Teams, where children, young people or staff do not have symptoms but are self-isolating as a close contact of person who is a confirmed case, other people in their household will not be asked to self-isolate along with them. However, it may not be possible for some, or all, of the other family members to remain distant from the self-isolating person in the household and on in these instances specific advice will be provided to the families by Test and Protect.

Children, young people and staff can book a test through www.nhsinform.scot, the employer referral portal (for staff only – see below) or, if they cannot get online, by calling 0800 028 2816.

Where a test result has come back as inconclusive it must be assumed that it is a positive case and the advised procedures for self-isolation must be followed.

Schools should contact the local health protection team for advice if they have two or more cases (staff or students) or an increased rate of background illness. Public Health can be contacted on 01292 885 882.

Schools should also maintain an accurate register of absences of children and staff and whether these are due to possible or confirmed Covid-19. The absence codes issued by SEEMiS previously should continue to be used for children and young people with weekly reporting for staff. See Appendix 7 for SEEMiS Codes.

38. Intimate and Personal Care

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

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

Staff carrying out intimate care should wear an apron, gloves, protective eye wear and a fluid resistant face covering unless a risk assessment has identified that additional PPE must be used.

Staff who are supporting children and young people with complex needs will need to follow Health Protection Scotland guidance. This guidance provides details about the use of additional PPE required if undertaking an Aerosol Generating Procedure (AGP), such as suctioning.

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

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

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

39. Staffing

The availability of staff to support the ongoing delivery of teaching and learning will significantly impact on the arrangements possible within each school.

Staff, including supply staff, should not work in more than one establishment on a single day.

Staff who were previously in the shielding or clinically vulnerable groups should be able to return to the workplace following an individual risk assessment to assess their risk and ensure appropriate mitigation measures are in place.

The Protection Levels may have a further impact on this. Head Teachers and Heads of Centres need to be aware of the Protection Level for North Ayrshire when considering staffing levels and attendance.

In Protection Levels 0 – 2, staff with the highest clinical risk can continue to work, following a dynamic risk assessment. Arrangements should be made to enable appropriate physical distancing staying 2m away from others, wherever possible, in line with current advice on maintaining a safe school environment. If they must spend time within 2 metres of other people, they should wear a face covering.

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

The Royal College of Obstetricians and Gynaecologists are advising that the risk of exposure to expectant mothers (particularly if they are in the third trimester) should be kept as low as is practically possible. It is a legal requirement to undertake a new and expectant mother risk assessment. This assessment must include Covid-19 as an identified hazard.

It is recognised that for a small number of employees, the outcome of their individual occupational assessment will be that they are in the Covid-19 high risk category and should not return to the workplace. In these circumstances, arrangements should be made for staff to carry out work at home and to keep this under regular review. Occupational Health may need to be consulted in this process.

The availability of staff may also be adversely impacted by absence of employees who have Covid-19 or other illness or are required to self-isolate due to household Covid-19 or advice of Test & Protect contact tracers.

To mitigate against the impact of absence and to support education recovery for children and young people, additional teaching staff have been engaged. These teachers will be deployed across schools as required, to support education recovery and the ongoing delivery of teaching and learning. In addition, teachers employed in central Scottish Attainment Challenge posts (such as the Professional Learning Academy) will be available to support schools who are experiencing a higher level of staff absence.

Arrangements to support groups or classes during periods of staff absence should be considered. This will involve identification of staff available to provide cover for a group or potentially, where no alternative exists, changes to the attendance pattern for specific classes or groups.

As far as practically possible, the same staff should work with the same group or class each time they are in school. Significant issues in relation to staff absence should be discussed with the central Staffing Team and the school/centre's link Senior Manager.

40. Communication

It is essential that in such unusual circumstances, we ensure that all communications are carefully considered, concise and well-timed. It is key that all stakeholders are fully aware of arrangements.

The Education Recovery Board has established a Communication Plan which will coordinate key decisions and information to stakeholders including school leadership teams, parents / carers, pupils, North Ayrshire residents and Elected Members. Key messages for public communication will be provided by the 6 recovery workstreams.

The Education Service recognises as recovery planning progresses. Head Teachers are likely to have many questions which will inform school decision making. In primary schools any queries are being directed through the school cluster representative on the recovery workstream and the Senior Manager linked to the cluster.

In Secondary schools any queries are being directed to the Senior Manager associated with the cluster and the workstream lead.

41. Communication with Children

Head Teachers and Heads of Centres should consider the most effective way to engage with their learners to ensure that children and young people are fully informed and have adequate opportunity to raise questions about any of the new arrangements.

42. Parents and Carers

Naturally, parents will be concerned about the health and wellbeing of their children in the context of a Covid-ready education setting. They will want to know what measures are in place to reduce the risk of virus transmission. The education service and schools will regularly communicate with parents and carers, both generally and at Parent Council level.

Schools and ELC may wish to use information from, or direct parents to, the following resources, all of which provide excellent information on Covid-19, from a parental perspective:

- [Parent Club's dedicated Covid-19 web pages](#),
- [National Parent Forum](#)
- [Parentzone Scotland websites](#) and other sources

43. Contingency Arrangements

The local authority recognises the importance in remaining vigilant and responsive to Covid-19 in order to minimise the risk to children, young people, staff and local

communities. As a result, plans have been drawn up for a number of contingency scenarios in the event of multiple confirmed Covid-19 cases (an outbreak).

The situation is assessed on a case-by-case basis and decisions made in partnership with Public Health Scotland and Local Response Teams.

Please note the list below is not exhaustive and is subject to change depending on local circumstances and national guidance.

NATURE OF DISRUPTION	CURRENT HIGH-LEVEL PLANS
Authority wide closure of schools and early years provision in response to an authority outbreak	<p>All schools will implement remote learning with all pupils and staff at home. Pupils can access online learning and/or paper learning packs provided by class teachers. Additional devices have been provided for pupils without access to digital learning at home. Schools will primarily use VSCENE for online learning through video conferencing.</p> <p>ELC settings will continue to provide online learning experiences such as storytelling, outdoor experience and staff interactions.</p>
Whole school or early years centre closure as a result of a localised outbreak	<p>The school will implement remote learning with all pupils and staff at home. Pupils can access online learning and/or paper learning packs provided by class teachers. Additional devices have been provided for pupils without access to digital learning at home. Schools will primarily use VSCENE for online learning through video conferencing.</p> <p>ELC settings will continue to provide online learning experiences such as storytelling, outdoor experience and staff interactions.</p>
School or early years class required to self-isolate as a result of an outbreak	<p>The school will implement remote learning with all affected pupils and staff at home. Pupils can access online learning and/or paper learning packs provided by class teachers. Additional devices have been provided for pupils without access to digital learning at home. Schools will primarily use VSCENE for online learning through video conferencing.</p> <p>ELC settings will continue to provide online learning experiences such as storytelling, outdoor experience and staff interactions.</p>
Blended learning contingency plans are to be implemented (if	50% of pupils at each school will attend Monday – Tuesday and the other 50% of pupils will attend Thursday - Friday. Remote learning will be provided to learners on days when they are not

<p>instructed by Scottish Government)</p>	<p>attending school. Additional devices have been provided for pupils without access to digital learning at home. Schools will primarily use VSCENE for online learning through video conferencing.</p> <p>A range of Council services have been working closely to ensure a process is in place should this be required. All schools and early years provisions have a draft Risk Assessment that outlines children & young people will maintain 2m physical distance in schools and remain in small cohorts in early years establishments. Enhanced mitigations are noted on this risk assessment and will be put in place to support establishments to transition to blended learning plans.</p>
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44. Appendices

The Scottish Government - official guidance documents

[broad guidance on evidence gathering and estimation](#)

[updated advice on face coverings](#)

[guidance on organised outdoor sport for children and young people](#)

<https://www.gov.scot/publications/coronavirus-Covid-19-guidance-on-sport-and-leisure-facilities/pages/operational-guide-and-checklist/>

[scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on physical education, music and drama in schools](#)

[guidance on carrying out practical work in Sciences and Technologies](#)

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reopening-early-learning-and-childcare-services/>

[Coronavirus \(COVID-19\): Curriculum for Excellence in the Recovery Phase](#)

[Coronavirus \(COVID-19\): strategic framework for reopening schools, early learning and childcare provision](#)

[Coronavirus \(COVID-19\): guidance on re-opening school age childcare services](#)

[Coronavirus \(COVID-19\): guidance on reopening early learning and childcare services](#)

[Coronavirus \(COVID-19\): guidance on preparing for the start of the new school term in August 2020 - version 2](#)

[Coronavirus \(COVID-19\): support to childcare sector](#)

[Coronavirus \(COVID-19\): childminder services guidance](#)

[Coronavirus \(COVID 19\): Advisory Sub-Group on Education and Children's Issues – advisory note on face coverings in schools August 2020](#)

Health Protection Scotland – official guidance documents

[Covid-19 Guidance for Non-Healthcare Settings \(21 Aug 2020\)](#)

Care Inspectorate – official guidance document

<https://www.careinspectorate.com/index.php/news/5747-operating-an-early-learning-and-childcare-setting-including-out-of-school-care-and-childminders-during-covid-19>



COVID-19 SECTOR ADVICE CARD

Designed for managers and employees to guide action to prevent the spread of COVID-19; to support workplace communications and training; and take action in the event of an outbreak

Last updated: 06 August 2020

SECTOR - SCHOOLS

This card applies to all primary schools, secondary schools, special schools and alternative provisions settings including those which are independent, residential or grant aided. For nursery classes co-located with primary school, the separate guidance for ELC applies.

Scottish Government Coronavirus (COVID-19): [Guidance on preparing for the start of the new school term in August 2020](#) should be followed **at all times** to reduce the risk of contracting COVID-19. It should be used to support, not replace, discussion with your NHS Board Health Protection Team.

Additional information (Click on the relevant link below)

Scottish Government [Coronavirus \(COVID-19\): framework for decision making](#)

Health Protection Scotland [COVID-19 workforce education information and resources](#).

Scottish Government [guidance for residential children's houses, residential schools and secure care facilities on staffing, social distancing and self-isolation](#)

Health Protection Scotland [information and guidance for social or community care and residential facilities](#), including a control measure tool for the control of incidents and outbreaks
incident or outbreak control tool for social or community care or residential settings - Health Protection Scotland [advice for social or community care and residential settings staff](#)
[Care Inspectorate coronavirus information](#)

Health and Safety Executive [coronavirus information](#)

UK Boarding Schools Association [COVID-19 guidance](#)

Scottish Council of Independent Schools

Independent Schools Council

National Transport Guidance portal

Outdoor Learning Directory

Scottish Advisory Panel on Outdoor Education

Assist FM Catering guidance

Assist FM Cleaning guidance

Health Protection Scotland non-healthcare setting guidance

Prevent the spread of COVID-19 - SCHOOLS

The **wellbeing of all children, young people and staff** should be the central focus. **There are important actions that everyone can take to prevent the spread of the virus.**

Everyone who:

- **has the symptoms** of coronavirus (COVID-19) - a new persistent cough, fever, or a loss of sense of smell and /or taste – should stay at home and arrange for [coronavirus testing](#);
- **is living with someone who has coronavirus symptoms** should stay at home and follow the [relevant advice](#);
- **has returned (or come) to Scotland** from a country which is not exempt from the UK quarantine rules, should stay at home following the [relevant guidance](#).

Everyone should **frequently wash their hands** for 20 seconds and dry them thoroughly or use hand sanitiser - always when entering the building, before/after eating and after using the toilet – and use a tissue or elbow to cough or sneeze into, dispose of tissue waste immediately and wash hands after.

There should be an **enhanced cleaning regime** including regular (at least twice daily) cleaning of commonly touched surfaces. Remove any hard to clean resources from the environment

Wherever it is safe, doors and windows should be kept open to increase **natural ventilation**

Whilst 2m distancing is not required between children or young people, schools should **encourage distancing** where possible particularly in the senior phase. Mitigations such as using all available space should be considered.

Efforts should be made to keep children and young people within the **same groups** as far as possible throughout the school day. Avoid assemblies and other types of large group gatherings.

Two metre physical distancing between adults, and between adults and children should be maintained. Where adults cannot keep 2m distance and are interacting face-to-face for a period of 15 minutes or more, they should wear face coverings. The number of people in **staff rooms** at any one time should be limited.

Movement between schools should be kept to a minimum. Parents/carers should not enter school buildings unless required.

Personal Protective Equipment: if someone becomes unwell with symptoms of COVID-19 and needs direct personal care gloves, aprons and a fluid-resistant surgical mask should be worn.. Gloves and aprons should continue to be used when providing intimate care to a child.

Anyone wishing to wear a **face covering** is allowed to do so.

Schools should follow the [guidance on attendance for children, young people and staff](#) who have **health conditions** or are pregnant, or who live with individuals who have health conditions or are pregnant.

Workplace Communications – SCHOOLS

All pupils, parents or guardians and staff should be aware that the following should be addressed to produce a COVID-safe working environment.

- Consult with **staff**, including trades unions, to ensure **policies and procedures** include COVID-19 risk assessment and mitigations.
- Identify and support those who **should not attend** (e.g. as shielding or other health issues).
- Continue **work from home** policies and provide necessary support to those who can.
- Ensure all **staff are aware of their responsibility** to control the spread of COVID-19 in their workplace.
- Ensure **pupils and staff have access to suitable learning opportunities** in effective hand washing technique, cough etiquette and use of personal protective equipment (PPE).
- Ensure **managers and staff understand their obligations** with respect to [Scotland's Test and Protect Strategy](#). That staff are clear how to access testing.
- Ensure **pupils and staff do not congregate** in communal areas such as canteens, arrival and entry areas, staff rooms, wash areas/hygiene stations and corridors.
- Put in place **training** which will ensure that all employees understand the requirements for control measures including physical distancing and measures to monitor adherence by all staff.
- Ensure **all pupils and staff are clear** that those who have symptoms or are diagnosed with COVID-19 and their household/other contacts do not attend work and follow advice on self/household isolation.
- Ensure **all staff are clear** that if they become unwell whilst at work they should return home and seek testing.
- Ensure **that staff are clear** on what is expected of them should a pupil or work colleague become unwell on site.

Actions in the event of a suspected outbreak - SCHOOLS

Immediate action

If there is **any** suspicion that there may be a cluster of cases in your school, the most important thing you can do is to contact your local NHS Board Health Protection Team (HPT) promptly.

Do not spend time trying to work out what you should do yourself. Your HPT will be happy to advise you on what to do.

It is very important that the expert HPT be advised as early as possible of a possible problem so they can assess the situation and offer you advice.

When should I suspect an outbreak?

An outbreak should be SUSPECTED if there are:

- two or more confirmed cases of COVID-19 in the setting within 14 days
or
- Increase in background rate of absence due to suspected or confirmed cases of COVID-19

A suspected outbreak should be reported to the local HPT who will undertake a public health risk assessment to determine whether there is an outbreak.

Note that schools with increased rates of respiratory illness should also be alert to the possibility that this could be due to COVID-19 and contact their local HPT for further advice.

How do I contact the local HPT if I suspect an outbreak?

- **Immediately** inform your local NHS board HPT, using the local contact details found [here \(click on link for relevant no.\)](#): _____
- Ensure the school has a nominated point of contact (COVID lead) to liaise with the Health Protection Team

What else should I do if I suspect an outbreak?

- Continue to follow the measures to prevent the spread of COVID-19.
- Your local Health Protection Team will conduct a rapid investigation and undertake a risk assessment. You will need to work with them to do this. The HPT will advise on the most appropriate actions to take.
- Depending on the risk assessment outcome, the Health Protection Team may establish an Incident Management Team (IMT) to manage the situation.
- The IMT will lead the Public Health response and investigations, and will work with you to put appropriate interventions in place and advise/support communication processes

What interventions might be put in place if there is an outbreak in the school?

Your Health Protection Team or Incident Management Team will work with you to identify the appropriate measures. The first step is to review implementation of core standard preventive measures and to ensure that they are in place and effective.

What else may I need to do?

The Health Protection Team or Incident Management Team will declare when the outbreak is over.

School – College Partnership

Appendix 2

COVID mitigation procedures

The health, safety and wellbeing of all students, staff and visitors is of paramount importance. In order to protect this, the following practices should be adhered to in the delivery of school/college partnership programmes.

1. Travel to college campuses

School pupils travel to college either on foot, by public transport or by private taxi. Transport is organised by the school (minibus, coach or taxi). Pupils must wear face coverings if travelling on public transport.

The college has organised some taxi travel for some pupils studying a Foundation Apprenticeship at college. Pupils will be transported in school groups; therefore will not share a taxi with pupils from other schools.

2. Physical Distancing

Colleges are referred to in the Scottish Government publication [Coronavirus \(COVID-19\): framework for decision making – Scotland's route map through and out of the crisis](#).

As we are currently in Phase 3 of the route map, colleges can operate under a *'phased return with blended model of remote learning and limited on campus learning where a priority (with) Public health measures (including physical distancing) in place.'*

In College settings, the physical distance requirement is 2 metres. All school pupils should adhere to this requirement.

Specific guidance for the College sector came into effect on 29 June 2020. <https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-colleges/>

3. Face coverings

It is mandatory to wear face coverings in communal areas of the College and this also applies to our learners from school.

Individual exemptions may be granted for health reasons.

4. Arrival at, and departure from, College

First day of study

On arrival at college on the first day of study, school pupils will be directed to an identified waiting area for their school. They will remain in this area until their name is called and they are escorted to their allocated classroom.

Pupils should not arrive early as they cannot be accommodated within the College campuses.

Subsequent days

On arrival at college after the first day, pupils should make their way, directly, to their allocated classroom. They will be asked to remain in the classroom for the duration of their time at college.

Finish times

Classes will be allocated staggered finish times in 5-minute intervals to ensure that all pupils are not leaving the building at the same time.

5. Class groupings

Class groups have been made up with the minimum number of schools, possible, to reduce the number of schools mixing.

Within the classroom, learners will be allocated seats within their school groups and will be physically distant from learners from other schools.

6. Breaks

Classes are normally two hours in duration, therefore, there will be no planned break. If an individual learner requires a comfort break, this will be addressed on an individual basis.

Where a class is three hours in duration, again there will be no planned break where everyone leaves the classroom. If an individual learner requires a comfort break, this will be addressed on an individual basis.

7. Delivery of classes in school settings

Before a member of college staff begins delivery in a school, the staff member should have access to the individual school risk assessment. On the first visit, the staff member should be taken through the relevant school risk assessment by a member of school staff and be orientated in the current Covid-19 arrangements for the school.

College staff will visit only one school on any given day.

8. Learning and Teaching

Blended Learning

Blended learning is an approach to learning that combines online learning materials and timetabled classes that allow for an interaction online with traditional classroom or specialised space based methods.

The majority of classes will be delivered using a blended learning model. Classes will be divided in to two groups where one group will attend on one of the designated college days e.g. Tuesday afternoon and will study remotely on the other afternoon e.g. Thursday afternoon. The second group will do the same but on alternate days. Classes will therefore be small (8-12 pupils depending on room capacity based on desks being laid out two metres apart). Exceptions to this have been communicated to schools.

While in the classroom at college, pupils will be required to follow the 2 metres distance from each other and 2 metres from the lecturer.

Class etiquette

When working online, school pupils should follow the same standards, as they would do in a classroom setting.

Below is a link to a short, fun video about online etiquette. School pupils should follow this etiquette when they are using any online platform.

<https://inside.isb.ac.th/lc/2020/03/28/practicing-etiquette-students/>.

Teams

Online learning, at Ayrshire College, will be facilitated using the Microsoft 365 Teams platform.

Where teaching is taking place as a live online session, the lecturer will invite pupils, one week in advance, to the Teams session. Only those pupils within the class will receive and have access to this session.

Pupils will access the session using their College email address. Access to the session will only be possible using this email address. Access to the virtual learning environment will also be possible Teams.

The setting within Teams allows the class lecturer to monitor and manage individual class sessions in a safe and secure environment. No student cameras will be used. Although lecturer presentations may be recorded, there will be no recording of any student discussions.

Lecturers can moderate discussion within individual channels within Teams. Ayrshire College has a policy in place that alerts the lecturer to the use of inappropriate words and phrases.

The above processes have been developed in line with current Scottish Government guidance. Any revision to national or sectoral guidance will result in a review of processes after discussion with our Local Authority partners.

Covid Mitigation Procedure in relation to delivery of Foundation Apprenticeship class at Irvine Royal Academy

Delivery staff: from North Ayrshire Health & Social Care Partnership & North Ayrshire Communities (Education)

This set of guidance should be read in conjunction with the Risk Assessment for Irvine Royal Academy, the wider guidance issued to Council staff and any updates issued by Scottish Government. Any apparent contradictions/lack of clarity should be referred to Laura Cook, lauracook@north-ayrshire.gov.uk who will take advice from Corporate H & S.

Issue	Mitigation Steps	Issues Log
Pupils are from a number of schools	Following discuss with Corporate H &S, this should not prevent delivery of this class. Pupils should be made aware of the steps they need to take to keep themselves & others safe. They will already have this knowledge from their own school setting but will be briefed on details particular to Irvine Royal Academy. Pupils will not travel back to their own school on the same day after this class. If pupils join the class from other schools after the first session, staff will ensure that they are briefed in relation to Covid & emergency requirements at Irvine Royal Academy.	
Travel to & from Irvine Royal	Pupils will be advised on up to date travel guidance by their school. Pupils travelling by taxi will be in their own school groups. Pupils will wear face masks whilst on public transport or in taxi.	
Arrival/departure from Irvine Royal	Arrival and departure times will be planned to avoid clashing with Irvine Royal entry/exit and class change times. Pupils & staff will have a planned route to the room to follow that minimises contact with touch points and other people. Pupils will wash/sanitise their hands on arrival at the school and on arrival in the classroom. Facilities are available at both points. From 31/8/20, pupils & staff will be required to wear face coverings in communal areas.	
Staff delivering the course are not permanently based at Irvine Royal	Staff will not work in more than one school on any given day and will avoid visiting other establishments on the same day, before delivery of this class. They will be given a copy of the Risk Assessment for Irvine Royal Academy. A named Depute Head will be a point of contact for the visiting staff. The staff will maintain 2m physical distancing from each other and pupils at all times. If they wish to do so, staff can wear face coverings. The staff will be briefed on the temporary procedures in the event of a fire or other emergency exit.	

Use of classroom & resources	<p>The classroom will be stocked with hand sanitiser & wipes. Pupils & staff will sanitise their hands on entry & exit to room. Pupils & staff will be asked to wipe down their work areas at the beginning & end of class. Where possible, pupils will sit next to pupils from their own school and they will sit spaced apart as far as is reasonably possible. Pupils should sit in the same position each time in class and HSCP staff will keep a seating plan.</p> <p>Pupils will be issued with their own laptops and sharing will not be permitted. Windows & door will be opened to ensure a flow of air.</p>		
Pupil/staff member displays symptoms of Covid	<p>The staff will be issued with the up to date guidance in relation to this issue and will expected to follow the procedures set up in Irvine Royal Academy. Course delivery staff will be provided with school & contact details of all the pupils in order that prompt communications can happen. It will be made clear to staff & pupils that they should not attend if they are displaying symptoms & have not had a negative test result.</p>		
Use of toilets	<p>A key will be provided to staff for the use of pupils & staff. The school's guidance in relation to the use of this facility will be adhered to.</p>		
Provision of drinking water	<p>Initially, bottles of water will be provided, and once the class is established, pupils will be asked to bring their own water bottles. They will be informed where the nearest water cooler is to their classroom and will be instructed on its safe use.</p>		
Breaks	<p>If a break in learning is required during the allocated class time, that will be taken in class.</p>		

Advanced Higher Consortium Arrangements – Advice to Schools

This should be considered within the context of schools' **existing agreed risk assessments** and where at all possible, the opportunity to deliver all or part of the course content by remote/digital/self study should be taken.

Young people travelling between schools to access provision is a key part of the senior phase. From the week beginning Monday 14th September, some young people undertaking Advanced Highers will be allowed to travel to other schools. This will be decided on a case-by-case basis taking account of the following factors:

- The total number of young people in the class
- The number of schools coming together to access the provision
- The ability of young people from different schools to 2m social distance within the available accommodation

Where consortium travel has been approved, young people should be informed of the local practices/guidance within the host school. Over and above the local practices/guidance the following additional mitigations should be strictly adhered to:

- For potential track and trace purposes, young people from other schools should be included in the class seating plan
- 2m social distancing should be strictly adhered to between groups of young people from different schools and between groups of young people and the class teacher
- Visiting pupils should have access to handwashing/sanitising facilities on arrival and be advised of a safe route to & from the classroom
- Current guidance for school & public transport should be followed
- Arrival and departure times for young people should be slightly staggered to ensure minimal contact with groups of young people from other schools. Those times should be planned, where possible, to avoid entry/exit & class change times within the host school.
- Parents should be made aware of the arrangements
- The host school's risk assessment should be made available to pupils or parents on request
- On return to their own school, pupils should follow all of the existing procedures in place

This revision has been completed to reflect the updated SG Guidance issued on 11.09.2020

1.



2.

If the symptomatic person tests positive for COVID-19

The government guidelines for self-isolation must be adhered to and they cannot return to establishment until their isolation period is over and they are well enough to do so and have been fever free for 48 hours without the use of medication. Any household members should remain in isolation for 14 days from symptom onset in the symptomatic person, even if they don't have symptoms themselves

The NHS Scotland Test & Protect arrangements will be automatically initiated following a positive test and contact tracing carried out. Individuals identified through the contact tracing process will be advised to self-isolate by T&P as close contacts of confirmed cases, and must continue to self-isolate for 14 days from the last exposure to the case even if they have a negative test result

3.

If the symptomatic person tests negative for COVID-19

They should not return to establishment until they are well enough to do so and have been fever free for 48 hours without the use of medication. Household contacts can return to school/work as long as they are symptom free and remain vigilant.

4.

If a test is inconclusive or refused
(This should be treated as a positive test result)

Symptomatic person stays self-isolated for the prescribed 10 days from the onset of symptoms (or longer if symptoms persist) or gets (re)tested. Should not return to establishment until they are well enough to do so and have been fever free for 48 hours without the use of medication. Household members need to self-isolate for 14 days however there is no requirement for them to be tested unless they show symptoms. If symptomatic member of household does not get tested then the whole household must follow self-isolation guidance and remain vigilant.

COVID-19 – DISPLAY OF SYMPTOMS IN EDUCATIONAL ESTABLISHMENTS

REVISED 17.09.2020

Further Information:

- Anyone who begins to display symptoms should not attend school in the first place, however if symptoms develop during the school day, they should be isolated and vacate the premises as detailed above, irrespective of being contacted by NHS Test & Protect.
- If someone presents with symptoms but cannot/will not be tested, HT/HoC should go on the assumption that the individual would have tested positive and will require to self-isolate for the recommended period. Symptomatic people must follow the national guidance and self-isolate for 10 days and household members for 14 days (or longer if symptoms persist).
- The Transport Hub should be contacted when there is a confirmed case of COVID-19.
- Schools have been provided with sets of red, amber and green cones to allow for clear and consistent communication links between school and cleaning staff for highlighting an area where a symptomatic person has been sitting or working.
- A red cone will be placed on desk or surface where a symptomatic person has been seated to indicate that it should not be touched/used until it has been cleaned.
- Once the area has been cleaned, the cleaning staff will also sanitise the cones and place the green cone on top of the others to indicate that the seating / work area can be occupied.
- School staff who opt to undertake asymptomatic testing do not need to self-isolate while awaiting results.

Positive COVID-19 Case (Education Actions)

Parent / Carer / Staff
member informs HT

Head teacher
adjusts actions
below depending
on whether
positive case is a
child or staff
member.

Head Teacher

**Head of
Service**

Director

HT informs Head of Service and link SM asap. HT completes [COVID-19 positive case information form](#) (click here to access form). If early years, inform Care Inspectorate. HT informs teachers/EYPs of child testing positive. All other staff informed but no detail given of child.

Head of Service
informs Executive
Director.

Director informs Chief
Executive and
members of Executive
Leadership Team.

Close contacts:
WHEN

HT consults with staff to identify potential close contacts. As a timeframe, use the 48 hours prior to symptoms appearing, even if they are non-standard COVID symptoms. If completely asymptomatic, use the 48 hours prior to the test as the timeframe) If unsure, HT discusses with link HOS.

Close contacts:
WHO

For primary and EY, close contacts will usually include the whole class/group. In secondary, it will be on the basis of a 2m radius from the pupil's seat in each class. For PE, include the whole class group if activity involves contact sports. Any consortium/college attendance should also be taken into account – update HT(consortium) / Laura Cook (college).

Head of Service or SM
on their behalf,
informs Facilities
Management,
Transport Hub and HR.

Director informs
Elected Members as
appropriate.

HT considers potential staff contacts, including cover/supply staff (under 2m physical distancing for over 15 mins / or any contact at under 1m for over 1 minute). HT should discuss potential staff contacts with HOS, particularly if this will impact on the operation of the school/EYC.

Head of Service liaises
with Corporate
Communications.

HT gathers any available information about potential contacts at interval / lunchtime if known

HOS liaises with Public
Health around next
steps and likely case
management
approach

HoS instructs
Secretary to
update case
tracking
spreadsheet.

HT establishes where the positive case lives and how they travel to and from school, including whether school transport is used.

HT completes standard close contact spreadsheet, including last date of contact with positive case. HT discusses/agrees potential close contact list with link HOS. HT emails completed close contact spreadsheet to education_COVID@north-ayrshire.gov.uk. Education HQ will forward this on your behalf to Public Health and clarify any queries you may have.

Following confirmation of close contacts, HT contacts parents/carers of identified close contacts by phone or Groupcall. HT sends identified close contacts home and informs them to begin self isolation. This will be formally confirmed by Test & Protect team. Public Health letters will be issued via the education_COVID mailbox to be distributed by school. These will include self-isolation dates.

HT records pupil absences on Seemis and/or staff absences on Chris with appropriate COVID codes.

Public Health decision
about case management
approach

Incident
Management Team
(IMT) convened

Teams/phone call /
email between Public
Health, HOS, HT
(straightforward case)

Problem Assessment
Group (PAG)
convened
(complex case)

Multi-disciplinary group will
make decisions on more
complex cases and potential
outbreaks.

PAG membership:
Public Health
consultant (chair); HP
Nurse Specialist; NHS
Communications; NAC
HOS; NAC HT

Teams Call/PAG agrees on contacts – to be contacted by Test and Protect Team.

Letter from Public Health issued by school at end of day to all parents/carers and school staff outlining next steps.

HT arranges wellbeing catch-ups with pupils being asked to self-isolate. Learning continuity is planned by the school.



SEEMiS			Circumstances that this may be used in	ScotXed	
Short	Full	Description		Code	Attendance/Absence Reason
>	COA	Attendance – Self Isolation – Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of self-isolation related to COVID-19 and can undertake learning at home.	15	Attendance
A	CAA	Auth. Abs. – Self Isolation Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of self-isolation related to COVID-19 and is unable to undertake learning at home.	28	Other Authorised Absence
F	CAB	Sickness unable to home lrn Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of COVID-19 related sickness and is unable to undertake learning at home.	27	Other Authorised Absence
B	COB	Sickness able to home lrn Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of COVID-19 related sickness and can undertake learning at home.	14	Attendance
>	COH	Home Learning - Attendance	Where a pupil is scheduled to be undertaking home learning and is not known to be absent from this.	50	Attendance
A	CAH	Home Learning - Absence (Any Reported)	Where a pupil is scheduled to be undertaking home learning but is unable to undertake this. Covers all reasons for absence including sickness, family holidays etc.	51	Other Authorised Absence
N	CPI	Parent isolating against advice C. virus	Where a parent has chosen to keep their children away from school as a precautionary measure where there is no advice to take such measures	33	Other Unauthorised Absence
	CLO	Should not attend school closure – Coronavirus USE EXISTING SCHOOL CLOSURE CODE VIA Application > Management > Calendar> School >Enter Holidays	Where a decision has been taken at National or Local Authority level to close a school to limit the spread of the virus	–	Not sent to ScotXed