

Risk Assessment – Phase III return to school (12th April 2021)

This risk assessment has been updated following Welsh Government confirmation that from April 12th all primary, special, secondary schools and PRU's will provide onsite provision for all learners. Flying Start settings based in schools will continue to work closely with their host school to mirror operations. As such, Primary and Secondary schools; Flying Start settings; PRU and Special Schools will be referred to as schools/settings in this document. As Flying Start settings accommodate pre-Nursery age children, you will see 'pupils/children' used throughout the document.

Every effort has been made to mitigate the risk to pupils/children, staff and parents, however, it is important to note that total mitigation of the risk of contamination/infection with Covid-19 is not possible. This will be made clear to all those using the facility.

This generic risk assessment meets H&S requirements and is in line with the most up to date WG guidance. Headteachers and Governing Bodies are advised to amend this assessment to keep in line with their own setting's circumstances and operational needs, **by completing the *Rationale* box at the end of each risk assessment section**. This risk assessment is underpinned by the [school's standard operational plan](#) (SOP) and now includes hyperlinks to the relevant guidance sections and appendices within the SOP document.

General instructions for use of this document: Clicking on the Risk Assessment Section headings below will take you to that section of the risk assessment. To return to this page, press 'Ctrl' & 'Home' buttons at the same time. In each section, links are included that will take you to relevant sections of the Operational Plan.

School/Setting Name	Responsible Person/s	Site Specific adaptation date:	Quality assured: Named representative supporting the HT with completion of the risk assessment.
Gowerton School	Nigel Jones	12 th April 2021	Sarah Hunt / Marc Saunders

Risk Assessments Sections			
1.0 Spread of Covid-19 Infection	6.0 Commute to & From Work	11.0 Emergency Evacuation	16.0 Traffic Management
2.0 Communication	7.0 Contact with Persons	12.0 First Aid Provision	17.0 Safeguarding & Child Protection
3.0 Lack of Social Distancing	8.0 Welfare at Work	13.0 Early Years/ALN/PRU/Flying Start	18.0 Classroom Set Up
4.0 Staff/Pupil Falling Ill	9.0 Welfare Facilities for Pupils	14.0 Personal Care & Hygiene	19.0 Lunchtimes – Classroom Function
5.0 Risk of Taking Covid-19 Home	10.0 Deliveries to School	15.0 Cleaning Activities/Cross Infection	20.0 Business Continuity

			<p>8. Where possible, identify an alternative exit route from the premises in order to ensure all other primary routes are not potentially contaminated.</p> <p>9. The equipment that the pupil/child or child has been in contact with must be withdrawn from circulation and thoroughly cleaned and disinfected before being allowed back into circulation</p> <p>10. School cleaning staff should use the cleaning control measures following a suspected case of Covid-19.</p> <p>11. Any staff member who becomes unwell or symptomatic prior to leaving home must contact the Headteacher or member of the senior management team prior to departure. They should remain at home and book a test.</p> <p>12. If a pupil/child become symptomatic after arrival and has used home to school/setting transport, the transport team must be informed, and they should liaise with the appropriate contractor if required.</p> <p>Handwashing removes the Covid-19 virus easily when it is on the skin and this remains true for the new variant.</p> <p>13. All pupils/children and staff, must wash their hands before entry into school. This can be undertaken either by the use of hand sanitiser at the entrance point or use of the nearest wash hand basin using soap/water. Where possible, pupils/children should be supervised to ensure it is carried out correctly.</p> <p>14. Schools/settings should encourage and support the message of regular washing of hands throughout the school day in order to build these routines into the school culture and pupil behaviour expectations. Information will be displayed in all welfare facilities and classrooms.</p> <p>15. Staff to ensure that younger pupils/children and those with complex needs are supported and shown the correct way to wash hands as part of ongoing learning.</p> <p>16. Schools will encourage all staff and pupils/children to wash their hands with soap and water for 20 seconds frequently and advised not to touch their face. Use a tissue or elbow to</p>	<p>Section 7</p> <p>Section 7</p> <p>Section 10</p> <p>Section 3</p> <p>Section 5</p> <p>Section 5</p> <p>Section 5</p>		
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				<p>cough or sneeze and use bins for tissue waste (tissue stations).</p> <p>17. Schools/settings will stagger lunch times, break times and the movement of pupils/children around the school/setting to reduce large groups of children gathering. All pupils/children will remain within their contact groups and this will be closely monitored by the management team of each setting.</p> <p>18. All staff and pupils/children are made aware of the PHW guidance in regard to maintaining personal hygiene.</p> <p>19. Where possible, schools/settings staff responsible for younger learners should remain with set groups rather than interchange between different/a number of groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults.</p> <p>20. For schools/settings supporting young pupils/children it is recognised that maintaining social distancing will not always be possible. As part of the school/setting risk assessment to support COVID-secure operations consideration should be given to a range of interventions, which could include the use of face coverings, particularly where there is adult to adult contact and social distance cannot be maintained.</p> <p>21. Staff responsible for younger learners should remain with set contact groups. Only under exceptional circumstances should they interchange between different groups e.g. PPA</p> <p>22. Secondary Schools: If 2m social distancing cannot be maintained, face coverings should be worn anywhere on the school estate, including in the classroom by secondary school staff and learners. The exception is at mealtimes when seated to eat/drink and when they are outside, unless the school risk assessment indicates that additional measures are needed, e.g. on a school yard where there are a large number of learners in a relatively small space without separation of contact groups (such as when waiting to enter school).</p> <p>23. Risk assessments should already exist for learners with more complex needs, including those with emotional behavioural needs. These risk assessments will require updating as a matter of priority in light of the changes to provision such as</p>	<p>Section 18</p> <p>Section 6</p> <p>Section 4</p> <p>Section 6</p> <p>Section 4</p> <p>Section 6</p> <p>Section 8</p>		
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				<p>environment and staffing, while also remaining mindful of the additional anxieties the pupil/child may experience due to COVID-19. In support, a detailed review of specific risk assessments including the use of PPE/C for pupils/children those with additional needs. For example, nursery, Flying Start Settings, pupils/children with ASD or ADHD etc. A review of their individual HCP is essential and any additional controls to mitigate risk must be included and communicated to all appropriate staff. Where a pupil/child is presenting with challenging behaviour, which cannot be managed safely, an immediate and multi-team review of their IBP (Individual Behaviour Plan) will be necessary. A creative approach to managing the behaviours will need to be taken including exploring the environment, expectations upon the pupil, staffing and duration of time in school/setting. If after all considerations have been taken it is still deemed unsafe for a pupil/child to access school/setting provision at this time, then a distance learning approach will need to be taken along with support for behaviour management at home.</p> <p>24. Staff whose role is to provide intimate personal care for vulnerable children with complex needs are included as part of the priority list for vaccination.</p> <p>25. PPE will be provided to Special Schools, STF facilities in line with additional risk assessment outcomes, and pupils/children with any additional complex needs will be assessed on a case-by-case basis.</p> <p>26. Head teachers/managers with staff who are in the CEV/CV category or BAME must ensure that a detailed individual workforce risk assessment or BAME risk assessment is undertaken to support work activities, and review these at regular intervals.</p> <p>27. From 1st April 2021, staff that have been previously shielding can return to work. If working from home is not possible, staff returning back to workplace as long as it is COVID-19 secure.</p> <p>28. The principle of the hierarchy of control should be applied to all measures within the workplace. Individual risk assessments should be undertaken for staff where</p>	<p>Section 21</p> <p>Section 14</p> <p>Section 20</p> <p>Section 20</p>		
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				<p>appropriate. Pregnancy risk assessments should be reviewed as part of this process and national guidance followed.</p> <p>29. Waste should be stored safely and kept away from children/adults. Waste should be double blacked bagged and stored for at least 72 hours (for further guidance see section 9 of Schools/settings operational plan).</p> <p>30. All required signage will be clearly display on entry to the building and at key areas. These will include social distancing, handwashing, one-way systems (where applicable), isolation rooms etc.</p> <p>31. Where a decision is made to use a face covering, staff are encouraged to use a recyclable high quality three-layered face covering. Schools should ensure adequate waste bins for those who choose to use single-use face coverings.</p> <p>32. Unless exempt, parents and other visitors to Schools/settings must wear face coverings.</p> <p>33. Any staff that are proving support with pupils/children with a health care plan (HCP) and personal care must wear appropriate PPE in line with the HCP requirements.</p> <p>34. Schools/settings will ensure the continuation of adequate ventilation is provided through openable windows and/or mechanical ventilation systems within all indoor learning and staff areas.</p>	<p>Section 7</p> <p>Section 6</p> <p>Section 4</p> <p>Section 4</p> <p>Section 5</p> <p>Section 28</p>		
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

				All Headteachers/managers will be required to include additional information that will be pertinent to their sites.			
Rationale to change any recommended existing controls and/or additional local systems:							
Review date:				Person responsible:			

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
3.0 Lack of Social Distancing	All persons	4x 4	16	<ol style="list-style-type: none"> Social distancing must be maintained wherever reasonably practicable with the school/setting to reduce the risk of the spread of the COVID-19 virus. Schools/settings will give consideration of how to reduce contacts and maximise social and physical distancing between those in school, wherever possible, and putting in place appropriate mitigating measures to minimise the potential for contamination so far as is reasonably practicable. The school/setting has controlled access within the reception areas. Staff will ensure that social distancing is maintained at 2m for adult-to-adult contact. Staff will ensure that 2m social distancing is maintained during break times, lunch times and within the staff room and that the staff room maximum capacity is not exceeded. Schools/settings will minimise contact between all pupils/children wherever possible. For all pupils/children the emphasis will be on forming contact groups and endeavour to minimise mixing of those groups. Schools/settings will have systems in place to minimise the mixing of separate contact groups during break/lunch times. It is recognised that social distancing is not likely to be possible for staff working with younger children, therefore it 	Section 6 Section 3 Section 6 Section 18 Section 6 Section 6	4 x 3	12

				<p>is important that staff ensure they follow the necessary hygiene measures rigorously</p> <p>9. Staff should adhere to any mitigating measures that support social distancing within the school site.</p> <p>Special schools:</p> <p>10. Social distancing will not be possible for staff working with pupils who have complex needs or who need close contact care. These learners' educational and care support should be provided as normal. A risk assessment must be undertaken to ensure any additional mitigating measures are in places e.g. Well-ventilated space, high quality 3 layer face coverings.</p> <p>11. Staff whose role is to provide intimate personal care for some of our most vulnerable children with complex medical needs will be included as part of the priority list for vaccination, which will help to protect the most vulnerable learners.</p> <p>Secondary Schools:</p> <p>12. It is essential that 2m teaching space is maintained that the front of the classroom at all times.</p> <p>13. Pupil are encouraged to keep their distance within contact groups where possible</p>	<p>Section 9</p> <p>Section 21</p> <p>Section 6</p>		
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

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Review date: _____ Person responsible: _____

Review date: _____ Person responsible: _____

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
5.0 Risk of taking Covid-19 home	All persons	4x 4	16	<ol style="list-style-type: none"> 1. All staff to maintain social distancing and wash their hands regularly in line with WG requirements. 2. Hygiene practices are maintained throughout day as set out in the school's/setting's operations plan 3. Where possible, staff are encouraged to change clothing prior to leaving the school/setting using the welfare facilities. Alternatively, all staff are advised to remove and launder clothing when arriving home. 4. Should staff be unable to socially distance (Foundation Phase/ALN/special schools/Flying start, individual pupil/child risk assessment) the Headteacher should review any specific risk assessment for employees who are in the CEV/CV category. These will assessed on a case-by-case basis. 5. All staff have been provided with 3 layer face coverings which they can wear when social distancing cannot be maintained. 	<p>Section 9</p> <p>Section 4</p>	4 x 2	8

Rationale to change any recommended existing controls and/or additional local systems:	
Review date:	Person responsible:

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Review date:	Person responsible:

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
6.0 Commute to & from work	All persons	4x 4	16	<ol style="list-style-type: none"> Those staff that are able to drive cars and commute to work should do so as normal. Staff must not share cars unless they are of the same household. Any staff that cycle, walk or run to and from work can continue to do so in line with WG/PHW guidance. Any employee using public transport should ensure that they follow the transport provider's safety information and any additional WG guidance in relation to public transport. 		4 x 2	8
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
7.0 Contact with persons (members of public and staff)	All persons	4x 4	16	<ol style="list-style-type: none"> Face-to-face meetings with parents/responsible adults should be discouraged and must be through agreed appointments. Where possible, meetings/discussions will be over the telephone/TEAMS meetings etc. All visitors to the school/setting must wear a face covering at all times when in the school premises. Before entry into the school/setting premises, visitors must provide details by following the school/setting TTP procedure 	Section 3 Section 19 Section 4 Section 3	4 x 3	12

				<p>4. All staff have a responsibility to maintain social distancing when at work. Any staff that have concerns over non-compliance, (other staff member or member of the public) must in the first instance remind the other person that social distancing must be maintained. Should this be ignored or an ongoing issue, to discuss this with the Headteacher.</p> <p>5. Should staff become aware that parents are not maintaining social distancing within the grounds of the school/setting, Headteacher must be informed.</p> <p>6. Where staff are communicating with parents/visitors (face-to-face) and social distancing is not being maintained, staff are encouraged to move in a direction that allows themselves to remain safe. Parents/visitors to be reminded of social distancing requirements and should this not be adhered to, the discussions to be suspended and the Headteacher/manager advised.</p> <p>7. Some work tasks (setting up classrooms, manual handling) will not allow social distancing to be maintained. Should staff be supporting these activities, they are reminded to eliminate any activity if possible, if this is not practical, reducing the amount of time when in close proximity and where required, a face covering must be worn.</p> <p>8. Should school/setting staff or caretakers be using various hand tools, ensure that suitable PPE is used in line with the manufacturer's instruction and guidance.</p>			
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
8.0	All persons	4x 4	16	1. Staff must ensure that if taking breaks in the classroom, they must disinfect the area and wash their hands prior and after	Section 7	4 x 3	12

Welfare at work – staff room, break times and WC				<p>taking their break (consumption of food). Where possible, all staff are required to use the staff room, outdoor space or dining hall for breaks.</p> <ol style="list-style-type: none"> The capacity for the staff room has been agreed and seating areas rearranged to allow 2m segregation at all times. Staff are reminded to observe the 2m social distancing at all times when in these facilities and around the school/setting. All staff must ensure that they clean all areas including equipment, prior and after any food preparation. Break times will be prearranged to allow usage of the welfare facilities, and supporting the supervision of pupils/children whilst on break/lunchtimes. Staff are reminded to wash hands prior and after food and to maintain personal hygiene at all times. Staff toilets – always ensure the toilets are clean, after they have been used, wash hands with soap and water after toileting for a minimum of 20 seconds. All staff reminded of the “clean as you go” principles and these to be maintained at all times. 	Section 6 Section 18		
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Rationale to change any recommended existing controls and/or additional local systems:

Review date:

Person responsible:

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
9.0 Welfare facilities for pupils	All staff and pupils	4x 4	16	<ol style="list-style-type: none"> Anyone showing Covid-19 symptoms should use separate toilet facilities if possible. These should be disinfected before being used by anyone else. It is important that separation or isolation should be done without creating stigma. Posters to be displayed promoting hand washing and social distancing. 	Section 10 Section 7	4 x 3	12

				3. High –Touch areas and surfaces to be cleaned at increased frequency and this included after each break and lunch time period as a minimum and at the end of the day in line with the cleaning schedule. 4. Incidental cleaning should include: wiping down handles, sinks, taps, light switches, flush systems, hand dryers, door handles/ push pads, replenish hand towels. 5. Ensure windows are open to allow natural ventilation or extractor systems are fully operational. 6. In line with waste control, all waste should be held in a secure location within the agreed storage facility of 72 hours and disposed of in line with normal procedures. 7. PPE must be worn in line with the cleaning requirements (disposable gloves, disposable apron, and where there is a risk of splashing of bodily fluids, face masks and eye protection to be worn. 8. Hand sanitiser dispensers to be located on entry points into the facilities. All sites to assess the location of these and to ensure that they are positioned age appropriately.	Section 28 Section 7 Section 14 Section 14		
Rationale to change any recommended existing controls and/or additional local systems: Review date: Person responsible:							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
10.0 Deliveries to the school; Mail	All persons	4x 4	16	1. In line with school's general procedures, all deliveries will arrive at the main reception or kitchen facilities (catering only). 2. All visitors e.g. delivery person, postal workers, couriers, must wear a face covering when entering the school/setting Premises.	Section 4	4 x 2	8

				3. All school/setting staff are reminded to maintain personal hygiene when receiving deliveries including mail into the school/setting. 4. Staff use letter openers or scissors to open mail and deliveries. 5. Schools/settings are reminded that No personal deliveries sent to the school/setting until further notice			
Rationale to change any recommended existing controls and/or additional local systems: Review date: _____ Person responsible: _____							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
11.0 Emergency Evacuation /Assembly points	All persons	4x 4	16	1. A review of the school's emergency assembly points will be undertaken to ensure that social distancing can be maintained. Where required, assembly points may be split within the site to allow compliance with social distancing (adult-to-adult). These plans must remain fluid due to change in government guidance. 2. On activation of the fire alarm, staff to follow the Emergency Action Plan (EAP) guidance and proceed to the assembly point. 3. On arrival at the assembly point, roll call to be undertaken and staff to ensure that appropriate social distancing has been maintained.	Section 28	4 x 2	8
Rationale to change any recommended existing controls and/or additional local systems: Review date: _____ Person responsible: _____							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
12.0 First aid provision	All persons	4x 4	16	<ol style="list-style-type: none"> 1. Schools/settings have undertaken a first aid risk assessment, thus highlighting the required number of first aiders on site. All assessments must be reviewed in preparation for returning due to possible staff shielding or self-isolating. 2. Should a first aider not be available, a one-day emergency trained appointed person is available to take charge of the situation and call emergency services/child's parent if required. 3. All first aid boxes are fully stocked and maintained. 4. School staff are aware of the location of the Defibrillator (AED) should this be required. 5. It is advised that a first aid grab bag is developed that contains the following: 2x disposable aprons 2x disposable gloves; 2x disposable surgical face masks; 2x Face visors and 2x travel size hand sanitisers. Thus, allowing appropriate PPE to be available when first aid is being administered and social distancing cannot be maintained. 	Section 12	4 x 2	8
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating

13. Early Years/ ALN/ Flying Start/PRU	All staff and pupils	4x 4	16	<ol style="list-style-type: none"> 1. Social distancing is not always possible for staff working with young pupils/children or ALN pupils. To support the COVID secure operations, schools/settings will give consideration to a range of mitigating measures, which could include the use of face coverings, particularly where there is adult to adult contact and social distancing cannot be maintained. 2. For ALN pupils schools will need to use their personalised knowledge and update risk assessments to inform their planning for individual learners, including, for example, those learners who present challenging and complex behaviours. 3. Schools/settings should consider the use of 'consistent, small contact groups', particularly for learners that cannot socially distance from staff or from each other. 4. All facilities are cleared of all unnecessary equipment and materials and housekeeping maintained. 5. Where required, staff may be required to wear PPE/C if social distancing cannot be maintained or due to pupil behaviours. This will be assessed on a case by case basis and in line with the pupils risk assessment and behaviour plan. 6. PPE/C must be worn when supporting any element of personal care or activities linked with their HCP (medical support). 	Section 6 Section 4 Section 8 Section 9	4 x 3	12
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

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Person responsible:

Person responsible:

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
17. Safeguarding child protection	All staff and pupils	4x 4	16	<ol style="list-style-type: none"> 1. All schools/ settings must follow the model child protection policy and advice document on safeguarding and child protection guidance in all settings provided by the local authority. 2. Pupils/ children must not be allowed out of the school/ setting premises unattended at the end of the session. 3. Primary school pupils/children should be collected by an agreed adult unless alternative arrangements are in place in accordance with the schools' safeguarding & child protection policy 4. Comprehensive Schools' policies on pupil's travelling between home & school can be applied with advice to pupils and families regarding social distancing. 5. ECS must operate an official reception area to intercept potential strangers/visitors looking to gain access to the ECS All staff/volunteers/supervisors should have valid DBS clearance. 6. Those without valid DBS clearance must be supervised at all times when working with children 7. Site security should remain as it relates to school settings. i.e. All visitors to be channelled through the main reception and at no point be able to access site without permission of the setting's head teacher/lead person/site manager. 8. Until all pupils have returned to schools and therefore are expected to attend, vulnerable children expected to attend setting but do not attend Lisa Collins must be informed. When all pupils are back in school in accordance with WG guidelines normal school attendance policies should be applied. 	Section 3	4 x 2	8

				<p>9. Safeguarding concerns regarding children who already have a social worker should be communicated via SPOC Lisa Collins if the social worker cannot be reached.</p> <p>10. Individual ECS must have a designated person responsible for child protection/safeguarding available for staff/supervisors/ volunteers at all times. Schools and Flying Start Settings must follow agreed site procedures.</p> <p>11. Within the all settings, the designated person for child protection/safeguarding must be prominently displayed in settings and updated appropriately.</p>			
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
18.0 Classroom set up	All staff and pupils	4x 4	16	<p>1. All classrooms have been assessed allowing social distancing to be maintained for teaching staff at the front of the classroom. <i>Due to changes in social distancing requirements with age groups, reference should be made to the revised Schools/settings operational plan for further guidance.</i></p> <p>2. Where appropriate, classrooms should be set up to allow pupils to face forward sitting side by side. This preventing cross infection where possible.</p> <p>3. A teaching space must be maintained at the front of the classroom for a minimum of 2m for the teacher.</p> <p>4. Safe passageways must be maintained at all times.</p> <p>5. Windows to be opened to allow adequate circulation of air. Where required, the use of portable fans may be used.</p> <p>6. Should teaching staff be required to support a pupil during a lesson, they should avoid close face-to-face contact; staff can</p>	<p>Section 6</p> <p>Section 28</p>	4 x 2	8

				<p>wear a face covering and minimise the time spent within one metre of anyone.</p> <p>7. Teaching staff to maintain social distancing on 2m at all times (adult – adult).</p> <p>8. It will be the responsibility of the Head of Department to undertake a detailed risk assessment for their curriculum based activities – PE, Music, Drama, DfoE, Tec etc.</p>	Section 6 Section 19		
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

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Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
19.0 Lunchtime – classroom function	All staff & pupils	4x 4	16	<p>Due to the increased number of pupils now accessing the school, all classrooms and available space may be required to support lunch time provision. It is essential that the following is undertaken:</p> <ol style="list-style-type: none"> 1. A detailed assessment of pupils undertake who may have food allergies. Consideration given to them being relocated to additional areas if required. This limiting the risk of anaphylaxis should another pupil inadvertently bring in food prepared at home that may have allergens. 2. All staff working within the classroom to be aware of pupils with HC and dietary requirement. This also includes the location of EPI Pens 3. All settings to send out a weekly commination to all parents highlighting pupil's allergies and to avoid food groups – school specific details will be required. 4. Where possible, food to be delivered to the classroom, this reducing the numbers within the dining hall and pupil movement. 	Section 18	4 x 2	8

				<p>5. All waste must be removed from the classroom immediately after the break period or as a minimum at the end of the day.</p> <p>6. Waste to be collected and taken to the refuse area.</p> <p>7. In line with the councils commitment in reducing waste, recycling of all packaging to be undertaken where possible.</p> <p>8. Windows to be open to allow movement of air and to ventilate the classroom.</p> <p>9. Where possible break/ lunch times to be taken outside.</p> <p>10. In dining halls, hand sanitisers to be located in close proximity to the biometric scanner as this will reduce the risk of transmission.</p>			
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

		Risk level before control				Risk level after control	
Hazard	People @ Risk	Severity x Likelihood	Risk Rating	Existing Control /New Controls	Schools operation plan (reference)	Severity x Likelihood	Risk Rating
20. Business Continuity – Alternative provisions	All staff and pupils	4x 4	16	<p>1. To maintain delivery of education, the school are required to update their Business Continuity Plans (BCP) to ensure that all provisions have been considered.</p> <p>2. Detailed information has been included in relation to emergency arrangements and should the school setting close due to an outbreak of COVID-19.</p> <p>3. In the event of a further “lock down” announced by central or local government/ PHW due to the COVID-19 pandemic, advice will be provided by PHW and the authority on measures to be taken to support each individual setting on how to manage the closure process and communication to parents and the community. Should there be an outbreak within the individual school, Headteacher’s/ managers must ensure that the communication cascade is followed and all</p>	Section 31	4 x 2	8

				advice and guidance provided by the authority and PHW followed.			
<p>Rationale to change any recommended existing controls and/or additional local systems:</p> <p>Review date: _____ Person responsible: _____</p>							

RISK RATING	
HIGH RISK	16 - 25
MEDIUM RISK	11 - 15
LOW RISK	6 - 10
INSIGNIFICANT	0 - 5

Severity	
Fatality	5
Major injury	4
Medical injury	3
Minor injury	2
Insignificant Injury	1

Likelihood	
Immanent	5
Very Likely	4
Likely	3
Not Likely	2
Remote	1

Document control and quality assurance		
Version Number	Date	Comment
Version1	12/2/21	Initial draft by E M Baczkowski
Version 2	4/3/21	E M Baczkowski
Version 3	19/3/21	E M Baczkowski

GUIDANCE

Swansea Schools Operational Plan

Version No:	Comment	Action	Date
V1.0	Draft completed by NO and circulated	Amended to be aligned with WG guidance and reflecting on schools operations. Amendments in RED following previous draft circulated to the T&F group W/C6/6/20	13/6/20
V1.1	Added additional information relating to moving around the school – secondary schools	Updated 5.0, and feedback from TU representatives.	15.07.20
V1.2	Reviewed in line with the WG autumn term return plan	All areas highlighted in red reflect amendments. Also now includes information on swimming pools, gym, epi pens, and diabetes	
V1.3	Sections updated in red		Nov 2020
V2.1	Sections up dated in red	Amended to align with WG guidance following the return of Foundation Phase pupils back to school W/C 22/2/21	Feb 2021
V2.2	Sections up dated in red	Amended to align with WG guidance phase II return 15 th March 2021	March 2021
V2.3	Sections updated in red	Amended to align with WG guidance phase III return 12 th April 2021	19/3/21

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Introduction

Swansea Council are committed to providing a safe and secure work environment for all its employees and others who may be affected by their undertakings.

This operational plan sets out practical measures that must be implemented as part of the education settings, and this document is continually being reviewed to ensure it is in line with WG and PHW guidance. This operational plan must be read in conjunction with relevant *Welsh Government Operational Guidance for schools and settings*. Every effort has been made to mitigate the risk to staff, pupils and public, however, it is noted that total mitigation of the risk of contamination/infection with COVID-19 is not possible.

The local authority requires suitable arrangements to be in place for all employees, parents and pupils that are accessing education within Swansea. This also includes the provision of Flying Start and Early Years childcare settings aimed at ensuring there is a safe environment for all. All head teachers and managers are reminded that additional controls will be required to ensure that this document meets specific operational needs of the school setting. **As each review is undertaken, it is essential that schools/ settings undertake a review of the buildings RA to ensure compliance with minimum standards.**

The Technical Advisory Committee (TAC) and PHW advise that the existing control measures remain essential in responding to the new variant and helping to reduce transmission of the virus. However, a more consistent and robust application is likely to be required given the increased transmission risk associated with the new variant. Schools and settings will have become familiar with these control measures.

Reviewing the risk assessment and reinforcing the importance of these control measures with all staff, pupils, parents and visitors on the school site will remain key.

This operational plan and COVID-19 risk assessments has been drafted in line with statutory regulations, to ensure that the authority and our business meets our statutory obligations. This operational plan and supporting risk assessment meets the minimum requirements set out in the Welsh Government, PHW guidance, UNCRC and Wales Safeguarding Procedures whilst demonstrating compliance with current legislation.

The Health and Safety at Work Act 1974 is the primary piece of legislation covering occupational health and safety and sets out the general duties which include the duties:

- Employers have towards employees and members of the public
- Employees have to themselves and to each other
- Certain self-employed have towards themselves and others

The Management of Health and Safety at Work Regulations 1999 that includes the assessment of the risks to health and safety of their employees and others who may be affected by their work activity, undertaking of a detailed assessment of risk and recording these.

The following Principles of Prevention should be applied and are commonly referred to as a hierarchy of risk control:

- Avoiding risks,
- Evaluating the risks which cannot be avoided,
- Combating the risks at source,
- Adapting the work to the individual, especially as regards the design of workplaces, the choice of work equipment and the choice of working and production methods, with a view, in particular, to alleviating monotonous work and work at a predetermined work-rate and to reducing their effect on health,
- Adapting to technical progress,
- Replacing the dangerous by the non-dangerous or the less dangerous,
- Developing a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment,
- Giving collective protective measures priority over individual protective measures
- Giving appropriate instructions to employees.

All scientific evidence suggests that the key in delaying the spread of the virus is to break the virus transmission chain. This incorporates: Social Distancing in line with [section 6](#) of the operational plan and along with hygiene routines that include washing of hands for a minimum of 20 seconds using water and soap.

The operational plan highlights agreed arrangements and will be mandatory within every educational setting. These measures are categorised as 'prevention' and 'response to any infection' and are outlined in more detail within the operational plan and risk assessment.

Prevention:

* indicate mandatory measures

- 1) * Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) * Hand Hygiene to be maintained and increase frequency.
- 3) * Maintain all existing measures with good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) * Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- 5) * Appropriate ventilation measures taken within school premises
- 6) Detailed consideration given to minimise contact between individuals and maintain social distancing in line with the risk assessment outcome and WG/ PHW guidance. These measures include activities both in and outside of work.
- 7) In line with the risk assessment, PPE to be worn where appropriately.
- 8) The introduction of (voluntary) Lateral Flow Testing for school staff **and secondary school pupils (year 10+)**

- 9) The wearing of 3 layered face covering where social distancing cannot be maintained

Response to any infection – Decision tree

- 8) * Where required, engage with the NHS Test and Trace process
- 9) * Agreed communication and management of any confirmed cases of coronavirus (COVID-19) amongst the school community
- 10) * Implement the agreed protocol for a COVID-19 outbreak within the school.
- 11) * Follow any information provided by PHW in regard to local outbreaks and test, trace and protect measures.

1 School site risk assessment

Schools and settings who have reviewed and updated their risk assessments, following the guidance set out in this operational plan will effectively reduce risks in their school/ setting and create an inherently safer environment, allowing for appropriate education delivery.

Each school/ setting has been provided with the most recent (updated) generic COVID19 risk assessment and this requires regular updating by the head teacher or manager to reflect the operational requirements of the school/setting. Any additional measures must be clearly documented within the rationale box.

It is the school's responsibility to undertake the reviews when:

- Updated information has been provided
- A change in operational requirements
- In line with the school business continuity plan
- Advised as a result of an incident investigation
- A significant COVID-19 outbreak within the school

All schools/settings must ensure that they continue to review and update their site security plans, ensuring that changes as a result of COVID-19 compliance does not compromise the general security of the building.

The school/setting reviewed/updated Covid-19 risk assessment will be communicated to all school staff. The checklist published by Welsh Government in [appendix 13](#)

2 Staff training and induction

All education establishments in Swansea have implemented a range of risk assessments and management arrangements to assist in the control of COVID-19 within the workplace. To ensure that all staff are fully conversant with the risk assessments and supporting documentation, all staff will be provided with detailed and comprehensive induction during the preparation days prior to the return of

pupils and children to the site. This allowing all staff to be familiar with the new arrangements and to support its implementation.

These arrangements will include:

- Amendments to the emergency arrangements of the school/ setting
- Pupil and staff expectations against the fight of COVID-19. Include: social distancing; hand hygiene; face coverings; ventilation; cleaning/disinfection procedures and Covid-19 symptoms
- New school arrangements including classroom procedures and movement around the school
- Staggered start and end of day timetables
- School and setting “operational plan”
- First aid arrangements
- Staff Welfare arrangements
- Any additional measures to support the authority in managing COVID-19
- New arrangements for staff undertaking twice weekly lateral flow testing

All new/ temporary staff not familiar with the premises will be inducted and made aware of the fire alarm system; emergency fire evacuation procedures and assembly areas. All staff to be made aware of the emergency fire evacuation procedures and how to support children to evacuate in an emergency.

To support the induction of staff, Head teachers/managers may wish to use the Action Card to explain to staff the measures the school has put in place. ([Appendix 14](#))

3. Access to and from and communication with school/ settings

Whilst all learners will be able to access onsite provision from 12 April, provision will need to continue to be made for vulnerable learners and children of critical workers to attend a school/ setting from the third school day of a closure if a school/setting must temporarily close due to staff shortages as a result cases of coronavirus/self-isolation requirements.

Schools/settings will ensure they have robust access/egress arrangements to reduce the risk of transmission of Covid-19. Information signage should be clearly display on entry to the building and at key areas. These will include social distancing, handwashing, one-way systems (where applicable), isolation rooms; wear face coverings etc.

3.1 Staff

All staff will follow their school/setting sign in/out procedures and ensure to wash their hands in soap and water for 20 seconds or use nearest hand sanitiser dispenser before entering or leaving the school building.

[Appendix 12](#) – Staff guidance on returning to school.

3.2 Pupils

All parents/children to queue in single file on entry into the school, maintaining safe distancing of at least 2m. All parents must be reminded of the importance of:

- Monitoring pupils on arrival
- Maintaining social distancing
- All pupils to use hand sanitisers on arrival
- Wearing a face covering when on school site (parents)
- Vacate the premises immediately after drop off and collection at the end of the day
- All parents and guardians must assure staff that their child/ children DO NOT show symptoms of the virus before entering the school/ setting.

To limit congestion on main entry points of the building, where possible, access to the school/ classroom should be through the designated access points for each year group and this should be highlighted within the school newsletter provided prior to the school/ setting opening.

These can include:

- Where access points for those in a single-story building, classroom emergency exits to be utilised as means of access and egress. Pupils are encouraged to line up directly outside the classroom in the yard at the start of the day. Teaching staff will be required to monitor social distancing protocol at all times.
- One-way systems to be implemented and clearly marked where possible.
- Schools/settings to highlight multiple access points for the building and allocate year group entry and exits where possible.
- Flying Start settings to maintain access through the main reception area.
- It is advised that during inclement weather, early access to the classrooms/ settings is made available.
- Where possible, external gates to be held open during high footfall and then closed once all pupils of that year group/ class have arrived at the school in line with the buildings site security arrangements. On no account must the buildings site security be compromised at any time.
- **School/setting access arrangements for pupils arriving after the school start time**

3.3 Visitors/Contractors

All visitors/ contractors that attend the school/ setting must present themselves at the main reception and should only attend upon appointment only. Visitors are defined as anyone visiting the site who are NOT directly employed by the authority or required to work from that facility.

Where possible, visits should happen outside of school hours. A record should be kept of all visitors as this may be needed at a future point to assist the Welsh Government's Test, Trace Protect (TTP) strategy. All visitors and contractors will be signed in and must provide their contact details to support the TTP Strategy. These details should include the following:

Date	Name	Contact number	Location in school

See [appendix 4](#)

When on site, all contractors and visitors must use the hand sanitisers available on reception or if possible wash their hands on arrival.

Reception staff to sign the visitors in and remind the visitors of the social distancing rules and additional control measures highlighted to them on arrival.

In line with the site security risk assessment, all contractors and visitors must ensure that they wear a premises visitors badge at all times.

It is advised that any contractors undertaking work within the building (other than emergency repair work) is undertaken when the facility can be isolated from children or during periods of closure. All agreed maintenance must be approved by the Headteacher/ manager.

3.4 Supply/Peripatetic teachers and SEN specialists

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff and learners. Specialists, therapists, clinicians and other support staff for learners with SEN should provide interventions as usual and schools should discuss the measures each agency has instructed its staff to follow prior to any visit. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on social/physical distancing and hygiene is explained to visitors on or before arrival and signage on the premises is used and prominently displayed. Where visits can happen outside of school hours, they should. A record should be kept of all visitors as this may be needed at a future point to assist the Welsh Government's Test, Trace, Protect strategy.

As stated, all visits should be pre-arranged. Any visitors are provided with clear guidelines on behaviours whilst on premises – ideally sent electronically in advance of the visit. This communication could include information regarding:

- Where to report on arrival at the school
- What to do on arrival at the school (hand sanitising etc.)
- Relevant information from the school's risk assessment regarding social distancing
- Information regarding the wearing and disposal of PPE if relevant

3.5 Communication with schools/settings

Schools and settings will need to ensure that appropriate communication has been sent out to parents in respect to:

- The schools Covid-19 reporting procedures.
- The arrangements around the use of face coverings and the requirement for them to wear face coverings (unless exempt) when entering school premises.
- The access/egress arrangements; adjusted start and finish times; agreed drop-off and collection arrangements.
- Prohibiting people from congregating on the grounds of the premises
- Parents who are dropping off pupils will be required to leave immediately after drop off.

- The need for parents to make an appointment with the school/setting before coming into the school grounds/building

Schools and settings are reminded that any parents who wish to discuss any issues with the Headteacher or a member of teaching staff must be through appointment only or over the telephone/emails.

Parents should be made aware that under **no circumstances should pupils attend schools/settings** if they:

- Feel unwell with any of the identified COVID-19 symptoms. They should remain at home, self-isolate and arrange a COVID-19 test
- Have tested positive for COVID-19
- Live in a household with someone who has symptoms or has tested positive for COVID-19.
- Anyone with symptoms must self-isolate for 10 days from when their symptoms started and whilst waiting for a test result.
- Anyone in your household who does not have symptoms must self-isolate for 10 days from when the first person in your home started having symptoms

All schools/settings must ensure all staff are aware of these actions and their importance in reducing the risk in schools and further drive down transmission of COVID-19.

3.6 COMMUNICATION WITH 'EAL' PARENTS

It is important to identify and **have a communication strategy for any 'EAL' parents who may be struggling with language** and digital access barriers. Ideally, such key language information, is gathered on admissions to school, communicated to relevant staff and held somewhere accessible.

This is particularly important when information needs to be communicated quickly and effectively, such as in the event of classes or year groups needing to isolate.

- Identify families who will find it difficult to access written information/messages
- Make sure you are clear about which spoken language/dialect they use at home
- Ensure you know if they have literacy skills in the home language
- Collate the information and ensure it is accessible to relevant staff
- Identify which member of staff/members of staff will be responsible for communicating with these families
- Ensure key staff can have access to translated letters/materials where relevant and know how to use 'the big word' telephone interpreting system.

The TTP letters have been translated into a number of key languages and are available in the Health and Safety group [here](#)

All schools have access to the big word telephone interpreting service, which is funded centrally, i.e. no cost to the school.

The telephone interpreting service is on demand. You can make a 2 way or 3 way conference call (i.e. when you are calling from school to the parent at home). There are 240 languages/dialects

1. Make sure you have your individual school access code which can be found [here](#)
2. Ensure you know the language (including dialect, if applicable)
3. Have brief notes of what you want to say
4. Call the big word on 03333449470

More detailed instructions are available [here](#).

Other sources of support/translated information:

- The health and safety posters are available in a number of key languages [here](#)
 - **01639 862757** will be able to contact language line to communicate with the client to arrange an appointment for testing. (Clients with little or no English language are **not able to access the 119** number to book a Covid test. This is due to the 119 call centre not being able to make outgoing calls, and therefore unable to contact language line to communicate with the caller)
 - The document <https://gov.wales/guidance-schools-and-fe-providers-using-home-test-kits-html> states '*Home test kits should only be offered in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere*'. 'EAL' families with language and transport barriers would fall into this group
 - **This Public Health Wales link** is good for schools and families (which has the Recite Me facility – you can access the information in any language) <https://covid.reciteme.com/nhs-novel/> (Over 100 languages, including 35 text to speech voices)
- <https://www.doctorsoftheworld.org.uk/coronavirus-information/> Government Coronavirus advice translated into 60 languages

3.7 Safeguarding

Due to the period of absence with pupils, it is essential that all staff are extra vigilant and to highlight any concerns directly to the head teacher and the safeguarding officer. It is foreseeable that there may be an increase in safeguarding/ behavioural issues with pupils and may require early intervention/ support. Schools are reminded to ensure that they follow the agreed referral processes and HS3 submissions for V&A reports.

1. All schools/ settings must follow the model child protection policy and advice document on safeguarding and child protection guidance in all settings provided by the local authority.
2. It is critical that all children are signed in/ recorded on the register in line with normal school operations, and where required the TTP activity register is completed (see operational plan).
3. Parents must advise if pupils develop symptoms and must not attend school or any activity that include breakfast or after school club.
4. **Primary aged children should be collected by an agreed adult unless alternative arrangements are in place in accordance with the schools' safeguarding & child protection policy.**
5. **Comprehensive Schools' policies on pupil's travelling between home & school can be applied with advice to pupils and families regarding social distancing.**
6. All staff/volunteers/supervisors should have valid DBS clearance.
7. Those without valid DBS clearance must be supervised at all times when working with children and have a suitable risk assessment in place
8. Site security should remain as it relates to school/ settings. i.e. All visitors to be channelled through the main reception and at no point be able to access site without permission of the setting's head teacher/lead person/site manager.
9. Vulnerable children expected to attend the setting but do not attend must be reported to Education SPOC Lisa Collins the same day.

10. Safeguarding concerns regarding children who already have a social worker should be communicated via SPOC Lisa Collins if the social worker cannot be reached.
11. In line with general schools/ setting operations, each school/ setting must have a designated person responsible for child protection/safeguarding available for staff/supervisors/ volunteers at all times. Such procedures must be reviewed as part of the schools return.
12. Within the all settings, the designated person for child protection/safeguarding must be prominently displayed in settings and updated appropriately.

4. Face Coverings

A face covering principally acts to protect others by reducing airborne transmission of Covid-19. The key advice remains that the most important controls continue to be good hand and surface hygiene, reducing contact and maintaining distance. Face coverings are not a substitute for these measures but can be an additional measure to reduce risk where existing controls cannot be or are unlikely to be maintained.

There are some risks and harms of face coverings to be considered, including:

- The potential for inadvertent virus spread when putting on or taking off face coverings
- The need for supply, safe wearing, storage and disposal of face coverings
- The risk of stigmatisation or bullying of those with medical exemptions (especially neurodiverse learners)
- Problems for those who lip-read
- The adverse effects on learning, emotional engagement and communication of the masking of facial features.

The overall interests of the young person must be given priority and there must be no risk of exclusion from transport to or from the school or setting, or from attending the school or setting, if face coverings are recommended.

Considering the well-being of learners is critical in any considerations around whether staff or older learners wear face coverings. Anyone who may be unable to handle face coverings as directed should not wear them as it may inadvertently increase the risk of transmission e.g. young learners or those with special educational needs (SEN) or disabilities. How a learner is likely to respond to the use of face coverings by others should also be considered, as should any potential impact on the development of speech, language and communication.

It is important to remember that any control measures taken will always need to balance a range of risks. In classrooms where contact groups exist and other control measures are in place, the marginal benefit that may be gained by the use of face coverings has to be balanced with the likely negative impact on the learning experience, including hearing and social communication. **This is particularly true when working with younger pupils/children in Foundation phase; PRU settings; special schools; STF and flying start settings. Consideration of mitigating measures already put in place and applying professional judgement in doing the right thing for young children gives a flexible approach to an employee's choice of whether they wear a face covering when undertaking a particular play based learning activity.**

Schools and settings should ensure there are adequate waste bins on site for those who choose to use single-use face coverings. A sensible approach would be to identify disposal stations clearly identified with appropriate pictorial signage and uniformed on each floor where possible. Alternatively, the pupil/ staff member can take their face coverings home with them.

4.1 Staff - Face Coverings

Where social distancing cannot be maintained, particularly with the younger pupils staff (unless exempt) in schools/settings can wear 3 layered face coverings and be worn anywhere on the school site.

Secondary school staff (unless exempt) should wear face coverings in all areas within the school building where social distancing cannot be maintained. This includes the classroom, and other areas of high occupancy such as corridors, dining halls and outdoor areas.

The exception is at mealtimes when seated to eat/drink, and when outside, unless the school risk assessment indicates that additional measures are needed, for example on a school yard where there are a large number of learners in a relatively small space without separation of contact groups (such as when waiting to enter school).

The face coverings do not need to be medical grade face masks. Schools/settings are being supplied with recyclable high quality three layered multi-use face coverings which can be washed for up to 50 times. Staff should wear them correctly, covering the mouth and nose, ensuring good hand hygiene before putting on and following removal. The frequent putting on and taking off of face coverings is not recommended as this can contaminate hands and face.

Staff can wear their own face coverings if they prefer, as long as they are of the same three layered quality.

Note: Face coverings are not a replacement for far more effective measures such as social distancing and hand hygiene.

If anyone wishes to wear a face covering for personal reasons anywhere in a school or setting they should be permitted to do so. This may help support their wider well-being, reduce anxiety and provide additional reassurance for some individuals alongside other mitigating measures.

Staff wearing a face covering can be a problem for a learner who is deaf or has a level of hearing loss. The overall interests of the pupil must be given priority in these circumstances. Schools are required to make reasonable adjustments to ensure the pupil is not disadvantaged. If social distancing cannot be maintained, schools should look at ways to facilitate learning e.g. clear face coverings, face shields. The [National Deaf Children's Society](#) provides further guidance which schools may find useful.

4.2 Secondary School Pupils – Face coverings

Face coverings may need to be provided to pupils who don't have them, if the risk assessment outcome highlights that face coverings must be worn within designated areas of the school.

It's acceptable for pupils to use their face coverings multiple times, providing they maintain personal hygiene practices and the face covering is safely stored on their persons when not used.

All users must be instructed not to touch the front of their face covering during use or when removing them and wash their hands or use hand sanitisers before heading to their classroom.

4.2.1 Within the school building

Face coverings must be worn in the classroom by staff and pupils where social distancing cannot be maintained, as well as all areas outside of the school classroom such as corridors; queuing in dining halls. Face coverings are not required to be worn at the dining table when eating or drinking.

To support social distancing in school corridors, communal areas and shared spaces, a number of schools have included control mechanisms such as one-way systems, single file, no talking, and staggering of class changeover. For some secondary schools however, due to the design of corridor and shared spaces within the building, social distancing may not be possible. In addition to this, where there is persistent crowding or unavoidable mixing of cohort groups, it is advisable that face coverings will be required for both secondary school pupils and staff to reduce the risk of transmission.

4.2.2 Outside the building – break times/PE lessons

Pupils will not need to wear face coverings when outside in the yard or playing field during break times, unless identified in the school risk assessment as an additional control measure due to the lack of the ability to social distance e.g. large number of pupils queuing in a relatively small areas to return into the building.

Whether in a PE lesson or outside in the yard, pupils should not wear face coverings when running round, playing football or other active game.

4.2.3 School transport

All pupils year 7 and upwards, unless exempt, must wear face covering when traveling on dedicated school transport.

Further guidance is available on:

<https://gov.wales/sites/default/files/publications/2020-08/technical-advisory-group-advice-on-face-coverings-for-children-and-young-people-under-18-in-education-settings.pdf>

4.3 Exemptions

There are some circumstances where a pupil, staff member, parent or visitor may not be able to wear a face covering. Whether somebody has a reasonable excuse not to wear a face covering will not always be obvious. Schools will need to be mindful and respectful of such circumstances, noting that **some people may be less able to wear face coverings** and the reasons for this may not be visible to others. Staff, Pupils, Parents or visitor may have a reasonable excuse not to wear a face covering if (for example):

- they are not able to put on or to wear a face covering because of a physical or mental illness, or because of a condition or impairment
- they are accompanying somebody who relies on lip reading where they need to communicate and you cannot access a clear face covering
- they are escaping from a threat or danger and don't have a face covering.

Those who have an age, health or disability reason for not wearing a face covering should not be routinely asked to give any written evidence of this. Pupils and staff do not need to seek advice or request a letter from a medical professional about their reason for not wearing a face covering

Some people may feel more comfortable showing something that says they do not have to wear a face covering. This could be in the form of an exemption card, badge or even a home-made sign. A number of organisations have created cards that can be downloaded from their websites and printed, **including the Welsh Government**. Carrying an exemption card is a personal choice and is not necessary in law.

4.4 Parents/Guardians and visitors

All parents/guardians must wear a face covering when on the school/setting site. Parents/guardians must wear face coverings and observe the 2m social distancing whilst queuing with their child/children on entry into the school building/flying start setting.

All schools/settings are required to communicate these additional measures to all parents/ responsible adults and maintain this communication through text to parents, newsletter and social media accounts.

Along with hand-washing and social distancing, the use of face coverings will play its part in keeping pupils, staff and parents as safe as possible. For further information:

- Social media assets are also available for you share which explain social distancing and how to wear face coverings
<https://www.youtube.com/playlist?list=PLTZvaU9CIF5u27UHyACS6AqdRTPlsJ7XO>
- Regularly updated information from Welsh Government is available on their social media channels https://twitter.com/WG_Education
<https://www.facebook.com/educationwales/>

- Or by signing up to the Dysg newsletter <https://gov.wales/subscribe-education-and-training-news-dysg-post-11>
- Full Welsh Government COVID–19 guidance for schools and settings can be found here: <https://gov.wales/operational-guidance-schools-and-settings-autumn-term-version-4-html>
- For learners or workforce using public transport, Transport for Wales has developed a personalised exemption notice. While there is no legal requirement to have a personalised exemption note, it might help people who are exempt from wearing face coverings to feel confident when they travel on public transport in Wales. A link to a template note to download can be found at <https://exemption.trc.cymru/>

5.0 Personal Care and hand hygiene

As we are aware, one of the primary ways to prevent transmission of Covid -19 is to maintain good hand washing at all times. Transmission through contaminated hands is one of the most common ways that the virus spreads from one person to another. Hand hygiene is essential to reduce the transmission of infection in school/settings and is a critical element of standard infection control precautions. Regular and thorough hand cleaning is going to be needed for the foreseeable future.

5.1 Hand hygiene

Schools should ensure that staff and learners clean their hands regularly, particularly when:

- Arriving at school; Leaving school
- After break times prior to entering the classroom
- Before and after eating/drinking
- Before and after visiting the toilet
- after sneezing and coughing

To facilitate hand sanitisation on arrival at the school/setting if there is no suitable wash hand facility near or next to the pupil/child entry point, schools/settings should ensure that hand sanitiser units are located at the entry points and that these are visually checked daily by the site manager/ caretaker or a member of staff. Also hand sanitiser should be made available at reception and located at identified key points within the building.

Throughout the school day pupils and staff will have access to wash hand basins within the building and will be able to wash their hands with water and soap for a minimum of 20 seconds. Schools are encouraged to support the message of regular washing of hands with staff and pupils in order to build these routines into the school culture and general behaviour expectations.

Due to increased number of pupils and staff attending the school/setting, additional considerations should be given to the following:

- Whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly
- Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative
- Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

Each premises has a sufficient number of wash hand basins, running water and hand soap available for both staff and children and these are tested by the caretaker on a daily basis. It is essential that all staff:

- Follow setting procedures for hand hygiene.
- Cover all cuts or abrasions with a waterproof dressing.
- Promote hand washing and continue to observe these routines with pupils, children and all staff.
- Wash hands thoroughly for 20 seconds or more with water and soap. Dry thoroughly with paper handtowels and dispose of in the bin provided.
- Schools and settings to clearly display signage around the premises on maintaining safe hand washing practices.
- All staff, pupils and young children to be fully aware of the "catch it, bin it, kill it" promotion ([Appendix 2](#)).
- All pupils and young children to be encouraged on coughing or sneezing into elbow, or tissue, dispose of this by flushing down the toilet or by placing the tissue into the bin provided around the building. It is advised that these bins are highlighted with posters to act as a reminder for pupils/ children (tissue stations).
- Should pupils/ children be participating in outdoor play/ forest school/ pond dipping (away from the school building) hand sanitisers may be used to promote personal hygiene, however on return to the building, hand washing should take place.
- Due to the level of hand washing and sanitising, schools are advised to support any pupils that may require the application of hand moisturisers. It is acceptable for parents to provide pupils/young children with hand cream and schools to assist with applying this if required.

Schools must ensure younger children and those with complex needs are helped with hand cleaning to get this right and all learners understand that this is now part of how the school operates. The e-Bug COVID-19 [website](#) contains free resources for schools, including materials to encourage good hand and respiratory hygiene.

Some learners with complex needs will struggle to maintain as good a respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these learners and the staff working with them, and is not a reason to deny these learners face-to-face education

When to hand wash	
Hands should be washed with soap and warm water for 20 seconds and thoroughly dried	
Staff	Pupils
Entering the building	Entering the building
Using the toilet	Using the toilet

Touching, eyes, nose or mouth	Touching, eyes, nose or mouth
Assisting Pupils/children with toileting	Playing outside or playing with sand or water
Removing personal protective equipment (disposable gloves and aprons)	Sneezing/blowing nose
Contact with blood/body fluids (e.g. faeces, vomit)	Contact with blood/body fluids (e.g. faeces, vomit)
Touching any potentially contaminated surface (e.g. cleaning cloths/equipment, soiled clothing)	Before and after eating and drinking
Before and after starting new activities	Before and after starting new activities
Any cleaning procedure even if gloves have been worn	Before leaving school at the end of the day
Caring for sick pupils/ children	After using shared equipment or toys.
Sneezing/blowing nose	Before break times
Dealing with waste	After break times and before returning to class
Preparing and serving food or drink	Wash Hands when changing class
Wash Hands when changing class	
After handling mail/ goods/ cash handling	
Before and after eating and drinking	
On leaving the building	
This is a list of examples and is not exhaustive, if in doubt, hands hygiene should be exercised.	
Children should be supervised to ensure they wash their hands correctly and for at least 20 seconds and dry thoroughly with paper towel.	
Visual prompts such as hand hygiene posters to be displayed in all welfare provisions and dining halls	

5.2 Hand sanitiser dispensers

Where wall mounting hand sanitiser dispensers are fitted the following should be considered:

- Hand sanitiser units to be kept to a minimum where possible. Hand washing with soap and water should be the primary method of hand hygiene.
- Units to be wall mounted using self-adhesive stick pads. This reducing the need for drilling into the walls/ wall coverings. Should the units require additional fixings, please ensure that the Asbestos survey is consulted and where required the landlords consent process completed prior to any installation.
- The positioning of the units should be away from any additional heat source including heating systems, radiators.
- Units to be positioned in line with the assessment of risk for the end user. This preventing accidental use and contact with eyes/ face.
- Should the building be unoccupied for a period of time (school holidays/ bank holidays) hand sanitiser cartridges to be removed in line with the manufactures instructions and stored in a cool, dark location. Ideally the COSHH storage area or outer building (secured garage/ storage area).
- Each unit to be visually inspected to ensure that there is no visible damage that may cause leakage.
- Units should be sited in line with the Fire Risk Assessment requirements.

- It is recommended that units are positioned on entry points to the toilet facilities, along site water fountains (to fill water bottles only), adjacent to vending machines and on entry to dining halls. Signage to be placed alongside each unit highlighting its usage.

5.3 Personal/ Intimate Care

Before and after supporting any personal care or medical requirements staff should ensure they wash their hands thoroughly with water and soap for a minimum of 20 seconds.

Schools and Flying Start settings are reminded to follow their internal policy in regards to supporting pupils / young children with personal care. All staff are reminded that additional PPE/C may be required and those measures include the following:

- Any staff that are providing support for pupils with a health care plan (HCP) and personal care must wear appropriate PPE/C in line with the HCP requirements. This may include disposable gloves, aprons, face mask, eye protection or face shield.
- Where cleaning of bodily fluids are being undertaken, disposable aprons, gloves and face mask and or visors must be worn.
- Staff must ensure that they clean their hands for a minimum of 20 seconds with water and soap prior to supporting personal care and after.
- Make sure long hair is tied back.
- Ensure hand care and hygiene in line with the school policy is maintained at all times.

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.

Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.

Gloves, fluid repellent gowns, FFP3 masks and eye protection are indicated when undertaking aerosol generating procedures such as suction. Training must be provided to staff using FFP3 masks. Should individual schools require training, they are advised to email the health and safety mailbox for further information. healthandsafety@swansea.gov.uk

Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

All staff to familiarise themselves with the guidance highlighted below:

- Clean and disinfect the changing facility after use, using disinfectant or anti-bacterial spray (changing mat/ bed, hand rails, light switches, integrated ladders, steps, hand wash basin, bin lids etc.)

- All waste to be placed within the bin or general waste. Contaminated waste to be double bagged (including nappies, wipes, PPE, or any contaminated materials). This must be stored for 72 hours within the secured bin storage area prior to further handling and collection.
- A detailed review of specific risk assessments including the use of PPE/C for pupils with additional needs. For example, nursery, infants, Flying Start Settings, pupils with autistic spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD) etc. In line with schools risk assessment, a review of their individual HCP is essential and any additional controls to mitigate risk must be included and communicated to all appropriate staff.
- PPE/C will be provided to Special Schools, Specialist Teaching Facilities (STF) in line with additional risk assessment outcomes, and pupils with any additional complex needs will be assessed on a case by case basis.

6.0 Social distancing within the school/ settings

Adults should maintain a 2m distance from others, and where this is not possible avoid face to face contact and minimise time spent within 1m of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults, including older children and adolescents.

All education settings should ensure that floor markings/ social distancing stickers are kept in good repair and clearly visible. Should additional markings be required, lines should be marked on the floor (paint or cones) at 2m intervals so that parents/carers/ responsible adult can identify where to stand and social distancing signage to be placed on the perimeter fence line, on entry to the building and within the school/ setting corridors.

In primary schools/settings where maintaining social distance with children may not be possible, risks can also be reduced by keeping learners in smaller groups, such as their class size, ensuring the contact groups do not mix, staff following hygiene measures rigorously and wearing face coverings.

6.1 Circulation Around the School/corridor safety

Schools and Flying Start settings will be required to circulate weekly reminders to all parents of the “expected behaviours” within the school/ setting. Should there be an ongoing issue with social distancing being maintained, it is advised that the Headteacher/ manager contacts a representative from the legal team for further advice and guidance.

Schools and settings should also take reassurance that passing briefly in the corridor or playground is low risk, and where possible, avoid creating busy corridors, entrances and exits.

Only where possible, consideration should be given to a one-way system within the school. Thus allowing pupils to move in a single direction around the school, limiting contact with others. One-way systems should be clearly marked using pictorial signage and laminated. Where this is not possible, each class to be dismissed using a staggered approach to limit the number of pupils within the circulation space/corridors.

Staff should ensure that the corridors are clear prior to releasing pupils from the classroom.

Start and end times of school to be staggered and each year group to be considered as “clusters”. This allowing each cluster to move around the school at the agreed time table to attend their lessons.

Consideration given to each cluster to attend lunch/ break times at the same time, and a break area. This reducing movement around the school and congregation in circulation and toilet areas.

In secondary schools, teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should wear face coverings and try to keep their distance from pupils and other staff as much as they can, ideally 2m from other adults.

Within secondary schools, where possible, every effort must be made to minimise the mixing of contact/cluster groups around the school, however this may be unavoidable due to the location of classrooms etc., and the feasibility of keeping distinct groups separate whilst offering a broad curriculum. All schools must ensure that this is a managed approach and where possible include the following:

- All class changeovers need to be managed and supervised. This reducing numbers of pupils within corridor spaces.
- Take steps to limit interaction and the sharing of rooms and social spaces between contact groups as much as possible
- One way systems to be adopted where possible.
- All classrooms adopt a clean as you go policy and this must be maintained at all times
- Pupils and staff wash their hands with soap and water/ or hand sanitisers used upon leaving the classroom and accessing another.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

6.2 Minimising contacts

Minimising contacts and mixing between people reduces transmission of COVID-19. This continues to be important in all contexts and schools/settings should continue to consider how to implement this and do everything possible to minimise contacts and mixing.

Staff responsible for younger learners should remain with set contact groups. Only under exceptional circumstances should they interchange between different groups. In determining whether specific circumstances are exceptional, schools/settings will need to consider a range of factors. This includes any alternative arrangement that could be put in place and their associated impacts, alongside the risk and harms of allowing an individual to interchange between different groups, as well as any additional mitigations that may need to be put in place as a consequence of such

arrangements. This could for example include where staff members work with different morning and afternoon nursery classes

6.3 Classrooms

Each member of staff and pupils/children must wash their hands thoroughly prior to entering any classroom/ facility **or use hand sanitiser.**

As far as is reasonably practicable, social distancing should be maintained where possible throughout the school and setting operations. **There is strong public health advice that staff in secondary schools should maintain distance from the pupils, staying in the front of the class and away from their colleagues where possible.**

It is advised that teaching staff are provided every opportunity to set up their classrooms and ensure that seating arrangements are in line with the WG guidance and include the following:

- Where possible, the teaching space at the front of the classroom should be 2m and this should be maintained at all times. Clear markings must be highlighted on the floor indicating “safe teaching zone”
- For desk based learning, arrange classrooms with forward-facing desks for front facing delivery and pupils positioned side by side. However, it is recognised this may not be possible or appropriate in all schools and settings and particularly for younger learners
- Minor adaptations to the classroom may be required to support distancing where possible.
- Moving unnecessary furniture out of classrooms may be required to make more space within the classrooms.
- All staff must ensure that a clear desk policy is maintained at all times and housekeeping is maintained to exceptional standards.
- Regular hand washing and hand sanitisers located within the schools
- Enhanced cleaning schedule to include all high contact areas,

Foundation Phase learners will be more active in their play based learning and seating and desk arrangements will not be required.

Storage areas - must always be kept clean and accessible and only staff are permitted to enter storage areas and access resources. Only agreed cleaning products to be stored within the classroom (storage area) for cleaning of equipment and furniture.

Cleaning - clean and wipe down high contact points/ surfaces every 2 hours using the agreed disinfectant product “Selgiene” and disposable cloth. Sanitiser wipes to be used on ICT or electrical devices only. Having minimal furniture and other items in the environment makes it easier to clean/ disinfect.

Where possible, each pupil to be provided with a digital device to undertake learning. These must be cleaned after each use (prior and after breaks/lunchtimes and at the end of the day).

All staff to ensure that all unnecessary resources and equipment are removed from the classroom/ learning facility or stored within sealed boxes, this allowing the cleaning and disinfection processes to be undertaken safely and thoroughly.

In line with WG guidance, it is recommended that pupils/ children limit the amount of equipment they bring into school each day, to essentials such as:

- Lunch boxes
- Bags, hats,
- Coats,
- Books,
- Stationery
- Mobile phones.

Pupils/ children and staff can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to their education and development. Similar rules on hand washing, cleaning of the resources and rotation should apply to these resources.

For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils/children have their own items that are not shared.

Classroom based resources, such as books and games, can be used and shared within the contact group, these should be cleaned regularly, along with all frequently touched surfaces.

Resources that are shared between contact groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between contact groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different contact groups.

To maintain robust management systems, it is advised that pupils continue to line up outside the classroom immediately prior to the start time of the lesson and then directed to their seats.

During play activities, breaks, cleaning duties etc. all staff should maintain social distancing from their colleagues as far as they are able to during the day. Any difficulties should be brought to the setting lead's attention so that a solution can be found.

6.3.1 Flying Start/ Nursery education

Early years children are at a critical stage of cognitive development and it is essential their start in education is a positive one and provides a strong foundation for their future development. All settings are required to follow their learning framework so that the young children get the very best start to their educational life, and one that they can build on for the future.

If a home visit is required it should be undertaken outside, for example in the garden of the premises where the child resides, to ensure 2 metre physical/social distancing can be maintained from the school staff member and the child and their family.

Within nursery provision there is often a greater level of parental involvement than at any time in a child's educational journey. In addition to drop-off and collection of children, parents sometimes help their children to settle into the provision. It is essential that Headteacher/managers offer a risk based approach and balance this engagement with the need to minimise overall levels of contacts. Each provision should be independently assessed and consideration given to change in arrival/end times for the child and general accessibility to the provision.

Social distancing within childcare settings with young children will be harder to maintain than in other settings. Settings can therefore implement the following measures to minimise the number of contacts that children and adults have, whilst ensuring children are kept safe and well cared for:

- Take all reasonable measures to minimise the risk of exposure to coronavirus
- Risk assess appropriately to evidence their approach to minimising contacts;
- Ensure that children and staff where possible only mix in consistent groups while adhering to NMS ratios;
- Keep groups of children separate from other groups where possible;
- Stagger interaction between different groups of children and consider the movement of children around the childcare setting, including one way route systems where possible to minimise contact;
- If large spaces (halls) are utilised to accommodate children, these must be demarcated and managed accordingly to keep groups or individuals apart as per requirements for minimising contacts;
- Prevent the sharing of food, drink, utensils, and where possible equipment and toys;
- Make as much use as possible of the available settings outdoor space for activities.
- Cleaning should take place between sessions of different groups (i.e. between the morning and afternoon sessions where the morning and afternoon groups differ)
- As far as possible, the same members of staff should be assigned to each group and these should stay the same during the day and on subsequent days;
- Ensure that staff adhere to social distancing requirements when interacting with other staff at the setting
- Keep your staffing arrangements as consistent as possible. Those on work placements or students in regular attendance can be included as 'staff'. Where you do need to use staff from other settings or agency staff, ensure this is agreed on a weekly basis, not daily, to limit contacts;
- Consider how your emergency evacuation procedures might need to change to accommodate child or staff groupings;
- Ensure that only essential visitors attend the setting and adhere to the social distancing requirements whilst in the premises. Essential visitors could include inspectors, learning support assistants, health care workers etc. It does not include parents who are considering using a setting for the care of their child;
- Consider staggering children arriving and leaving the childcare setting to avoid parents or carers gathering during drop off and pick up points;
- Consider putting markers in outside spaces for parents or carers to keep to the 2 metre social distancing rule for drop off and collection if possible;
- Inform parents about the measures you are taking.

6.3.2 Transition

Schools and settings should follow their normal transition processes, where possible, to ensure a positive, and safe, experience for our youngest learners within the overall aim of all children accessing education as soon as is practical.

If the child/pupil is accessing both education and childcare, and this is taking place across two sites, it will be important to ensure schools and settings work together so that all understand the transition arrangements and are clear on when the child/pupil will be in each setting and what collection and transport arrangements are in place. Attendance at more than one setting is common and schools are reminded to maintain TTP registers and undertake a suitable and sufficient risk assessment where necessary.

Ideally children should remain in the same contact group across settings, and if there is a suspected case of Covid in either setting that impacts that child and their contact group, both settings must be informed and work together to identify contacts.

6.3.3 Foundation Phase Practice

The evidence shows our youngest learners are in the least at-risk group, and staff and all early years' educational practitioners are experienced in caring for the needs of young children. Each setting will maintain professional judgement and support the needs of the children. **In line with the Foundation Phase pedagogical approach outside learning should be used to promote independent, child-centred learning activities and should be considered wherever possible.**

It is recognised that adaptations to the environment may have resulted in a reduction of resources being used within the individual settings, however with a level of flexibility, each setting can still achieve the same learning outcomes with safe modification and adaptation of learning spaces and resources.

6.3.4 Secondary schools

It is recognised that pupils in secondary schools, particularly older pupils, will be moving between contact groups. Arrangements should be put in place to enable learners to maintain social distance from each other as well as staff members, alongside other control measures.

For smaller groups, such as A level groups, this should be possible within typical classrooms. For larger groups, this may require consideration of the use of alternative and additional spaces.

For older pupils, they should also be supported to maintain distance and not touch staff where possible. Precise arrangements will vary from one school or setting to another, and within schools and settings, depending on a number of factors including the size of year groups and school site facilities.

Older children should be encouraged to keep their distance within contact groups.

Schools should also consider how common rooms are organised and used by learners to ensure social distancing can be maintained.

6.4 How to group learners

Consistent groups help reduce the risk of transmission by limiting the number of Pupils/ children and staff in contact with each other to only those within the group. It is accepted that pupils/ children and especially the youngest age groups may not be able to socially distance from staff or from each other and consistent groups provide an additional protective measure. Maintaining distinct contact groups that do not mix makes it quicker and easier, in the event of a positive case, to identify those who may need to self-isolate and to keep that number as low as possible.

The use of small contact groups brings a number of educational and operational challenges which restricts the normal operation of schools. This is the case in primary and secondary schools and Flying Start provisions. Due to the number of pupils and complex delivery, it is noted that maintaining contact groups will be more challenging within our secondary schools.

<https://gov.wales/sites/default/files/publications/2020-10/contact-group.pdf>

Both the approaches of separating groups and maintaining distance are not 'all-or nothing' options and will still bring benefits even if implemented partially.

In secondary schools, particularly in the older age groups at Key Stages 4 and 5, the contact groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and for pupils to receive specialist teaching. If this can be achieved with small groups, they are recommended.

At primary school, and in the younger years at secondary (Key Stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with symptoms of, or test positive for COVID-19.

Schools/settings should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement a year group (or half year group) sized contact groups. Whatever the size of the group, they should be kept apart from other groups where possible and those age 11+ should be encouraged to keep their distance within groups.

Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between contact groups as much as possible. When using larger groups the other measures from the system of controls become even more important; to minimise transmission risks and to minimise the numbers of learners and staff who may need to self-isolate. It is recognised that younger learners will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or nothing' options, and will still bring benefits even if implemented partially. Some schools may keep learners in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Making efforts to keep these groups at least partially separate and minimising contacts between learners will still offer public health benefits as it reduces the network of possible direct transmission.

Where mixing between groups cannot be avoided, Headteachers/ managers are advised to apply a risk estimation and management process to reduce the risk of transmission between contact groups. These should be assessed on an individual basis.

The time pupils spend outdoors should be maximised. This has important physical, mental and educational benefits and helps combat transmission of Covid-19

6.5 Social distancing outside school gates

With the schools starting back up gradually, it is important that parents/carers adhere to social distancing measures outside the school gates. It is important that schools revisit their risk assessment and consider what systems are in place to allow parents to collect their children from school. These measures can be different for each school depending on their set up but could include-

- Giving parents access to parts of the school grounds to avoid parents crowding on pavements outside the school i.e. school car parks
- Ensure there are staggered collection times with sufficient time between each class.
- If there are doors where parents attend consider some distance markers so they are aware not to encroach when children are being sent by teachers.
- Reminders to parents to ensure they social distance either via staff or newsletters, etc.

The authority has a number of Covid-19 enforcement officers who are more than happy to attend your school and provide advice on measures outside that the school that you could implement. They will also be happy to assist in educating parents if you have particular problems. If you would like some advice either, contract us directly on trading.standards@swansea.gov.uk or via your contact in the education department.

In addition the Welsh Government have developed a suite of resources to support this work. These are available here: <https://wales.assetbank-server.com/assetbank-wales/images/assetbox/ac9d6e27-281f-4600-8ffc-474766ddc005/assetbox.html>.

7. Cleaning activities / cross infection/ waste

Cleaning of the environment, including toys and equipment, is an important function for infection control within all buildings and its operation. Cleaning standards should be monitored regularly by the cleaning supervisor, head teacher/ manager or where this has been delegated by the settings. In support of internal training, all staff

undertaking cleaning activities must be provided with the risk assessment and operational plan, and have access to personal protective equipment.

It is essential that all staff adopt a “clean as you go” process to minimise the risk of cross contamination and transmission of COVID-19 within their classroom and toilet facilities. All schools/ settings and ECS have been provided with a cleaning checklist that may be adapted to meet each school/ setting requirements ([Appendix 3](#)).

To support all staff, it is advised that each classroom/ setting have:

- Suitable trigger sprays that includes disinfectant diluted in line with the manufactures guidance, **including its shelf life when diluted to ensure it is not used beyond its period of diluted efficacy.**
- Cloths to ensure that cleaning and disinfection can be completed through the day.

In some schools/settings different groups of children use the same classroom facility at different times of the day, for example nursery in the morning and flying start in the afternoon. In these circumstances, it is important that head teachers/managers ensure there are robust cleaning procedures are in place. Incidental cleaning undertaken by staff should include:

- Wiping down of tables and chairs after use
- Any equipment that is being shared between “clusters”
- Doors and handles, Light switches, Work surfaces (where applicable)
- Where possible the monitoring of children hand washing will be important.
- It is recommended that pupil resources are placed within trays on the individual desk and these are sprayed at the end of the activity/ session.
- Ensure there is no residual cleaning agent left behind on the surface after cleaning has been completed.
- PPE (gloves) should be used in line with the manufactures instruction (nitrile or vinyl disposable gloves) or if a risk of cross infection from surfaces or between persons.
- Schools are encouraged to involve pupils through the cleaning of areas and this includes the cleaning of desk/ equipment and ICT devices where required. This must be on an individual risk assessment basis of the pupils needs and ability. Due to the dilution ratio and products used, PPE should only be used if recommended by the manufacture. Staff to consult the COSHH Data sheet for further advice. Pupils and Staff must wash hands with soap and water after any cleaning process.

It is recommended that schools/settings keep all check lists and store securely on site for 3 years following the end of the pandemic; thus, supporting any investigation of litigation

7.1 Regular cleaning of the facilities

Cleaning to be undertaken at pre-determined intervals throughout the day and include high touch points during and after all break times and at the end of day by Cleaning Service Staff. During the day and where possible, a nominated member of staff can support the high touch point cleaning. Where possible, this should not be the same person who is delivering education/ activities. Instruction and training should include the cleaning standards and check list, COSHH Data sheets and provision of appropriate PPE as highlighted within this operational plan.

Those responsible for cleaning should know the importance to clean frequently and disinfect objects and surfaces that are touched regularly, using standard cleaning products.

All schools and setting have been provided with the agreed cleaning materials. Selgiene COSHH Data sheet.

7.2 Bodily Fluids

All schools must follow their internal arrangements for the cleaning and disposal of bodily fluids. **On no account must any event be left unattended.**

Spill kits are readily available within schools and every effort must be made to ensure that these are available for use. In the event that bodily fluids require cleaning, staff must be supported with appropriate PPE/C that include:

- Eye protection (goggles) or face shield
- Disposable Gloves
- Disposable apron
- Disposable FRSM face mask

Each school/ setting has been provided with a spill kit to support any pupil/ staff member who become unwell and may be displaying symptoms of COVID. Should these be used as a direct result of providing this support, then schools can have these replenished through contacting the cluster comprehensive school where limited reserves will be available.

Schools/ settings must ensure that their normal spill kits provisions are maintained to support any other event. Spill kits should be applied to the affected area in line with the manufacturer's guidance and disposed of within the biohazard bins, or double bagged.

Where spill kits are not available, schools are advised to adopt the cleaning services protocol as follows: Use blue coded equipment to clean up initial spillage and then the appropriate colour code to disinfect. All appropriate equipment should be located within the schools/ setting cleaning cupboard.

If a dynamic risk assessment of the school/setting indicates that a higher level of virus may be present or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. It is recommended that in this event, Public Health Wales are contacted directly for further guidance.

Staff must ensure that they clean their hands for a minimum of 20 seconds with water and soap prior to supporting personal care and after.

Clean and disinfect the changing facility after use, using disinfectant (Selgiene) or anti-microbial spray.

All waste to be placed within the bio hazard bin or general waste and double bagged. This must be stored for 72 hours within the secured bin storage area prior to further handling and collection.

7.3 Cleaning Areas/equipment suspected COVID19 contamination

Any play equipment that the child/pupil has been in contact with must be isolated from further use until it is thoroughly cleaned and disinfected. Staff must ensure that this is formally recorded within the cleaning checklist ([Appendix 3](#)). Staff should wear appropriate PPE whilst undertaking any cleaning activities.

Where cleaning an area that may have been occupied by someone who may have COVID-19, the following should be undertaken:

- Cleaning an area with the agreed disinfectant product “Selgiene” after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people
- Wear disposable gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished
- Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with “Selgiene”. Pay particular attention to high touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles
- If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), wear appropriate PPE.
- Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning

Circulation areas where a symptomatic staff member, pupil/ child has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.

All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:

- objects which are visibly contaminated with body fluids
- all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells

In line with the risk assessment, use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings.

Any cloths and mop heads used must be disposed of and should be put into waste bags and disposed of in line with the waste management arrangements for contaminated waste. When items cannot be cleaned using the approved product or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used, any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

All schools have been provided with Selgiene cleaner and this should be diluted in line with the manufactures instruction. Data sheets are included within the appendices of this risk assessment. In the event that this product has run out, all settings are advised to use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or a household detergent followed by disinfection (1000 ppm av.cl.).

Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants or if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against the viruses.

- Avoid creating splashes and spray when cleaning
- Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below
- When items cannot be cleaned using detergents or laundered, for example, upholstered furniture, steam cleaning should be used.
- Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of

7.4 Toys/ Equipment

Wherever possible toys/equipment should be limited to personal use only. Toys can easily become contaminated with organisms from infected persons. It is essential that schools/ settings adapt the cleaning schedule in [appendix 3](#) to highlight all appropriate equipment and toys and this is completed on a daily basis.

Schools/settings should consider having different sets of equipment and resources for different groups of children in nursery. This will help minimise transmission, particularly where more than one group of learners needs to access the same space during a single day, for example, in schools with morning and afternoon nursery provision. This would reduce the amount of cleaning needed to be undertaken during the change- over period with the focus then being on fixed furniture, larger equipment and high touch points.

Limit the use play equipment / toys that require high levels of shared use (Lego, playdough, sand and other sensory play activities). Where these are being used to promote sensory play, it is essential that the items are placed within their individual boxes for play, numbered and then cleaned after use. These must be clearly highlighted within the cleaning checklist [appendix 3](#).

Playdough must be placed in to individual pots/ or provided to the pupil for their use and then discarded after use.

Any sand activities should be for individual use only and disinfected after use by the pupil/ child. This can be achieved through diluting disinfectant and water and leaving to soak for approximately 2 hours, rinsed and allowed to dry in the open air.

Water activities can be used as individual activities, but water must be discarded after use and the bowl/ water tanks cleaned and disinfected after use.

When using shared equipment such as external play equipment, trikes / bike or other ride on toys, staff must ensure that these are wiped down after play and cleaned at regular intervals at the start / end and throughout the session.

It is advised that all soft play areas and ball pits are isolated from use until further notice. These will require extensive cleaning and disinfection processes.

All shared electronic devices must be cleaned and disinfected after use using sanitiser wipes, allowed to dry prior to loading within the charging stations.

In Secondary schools, all departments that deliver education where essential hand tools are used (design & technology, science, biology, art) heads of department or nominated staff representative must ensure that equipment used during each teaching session is cleaned at the end of the session. Where possible, these should be allocated within a resource tray per pupil and a checklist included. Each tray should be checked prior to the pupils finishing the lesson, and sprayed with disinfectant and left over night to dry.

In Primary schools and settings, it advised the cleaning schedule is amended to include:

- Who, what, when and how toys should be cleaned and be monitored
- Which toys/ equipment will be cleaned
- Staff member responsible for cleaning equipment/ toys
- Cleaning products being used to undertake the cleaning and disinfecting (this depending on the equipment/ toys being cleaned)
- When the toys/equipment will be cleaned
- How toys/equipment will be cleaned

The condition of toys and equipment should be part of the monitoring process and any damaged item that cannot be cleaned or repaired should be discarded.

7.5 Procedures for washing potentially contaminated clothing

It is advised that contaminated laundry is kept totally separate from other items and given to parents to wash at home:

- Separately from other home linen;
- In a load not more than half the machine capacity;
- Place the washing in the drum
- Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air
- The maximum temperature the fabric can tolerate (ideally 60°C), then tumbled-dried.

Always wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely.

Dirty laundry that has been in contact with an unwell person can be washed with other people's items

Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above

It is essential that staff launder personal clothing at the end of each day to reduce the risk of cross contamination within the home and workplace.

7.6 Waste

In line with government guidelines, all potentially contaminated waste (including disposable cloths and tissues) will be placed in to a black bag, sealed and placed inside a second black bag and stored within the buildings designated storage area and away from all other waste until 72 hours has passed when it will be disposed of in the normal manner.

If this is not possible, it should be put in a suitable and secure place and marked for storage until the individual's test results are known

- if the individual tests negative, this can be put in with the normal waste
- if the individual tests positive, then store it for at least 72 hours and put in with the normal waste

Schools must inform cleaning staff of the suspected COVID-19 contamination and update them on what actions staff have already taken within the facility.

7.7 Notice boards and soft furnishings

Equipment and resources are integral to education and the learning experience. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.

Classroom based resources, such as books and games, can be used and shared within the cluster/ bubble, these should be cleaned regularly, along with all frequently touched surfaces.

Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different cluster/ bubbles.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside for flying start and nursery and reception.

Where schools have fitted Perspex over noticeboards, these should be maintained where possible. This reducing contact by the pupils/ children and supports the buildings fire risk management strategy, all noticeboards within corridors or circulation area supported with Perspex. High level notice boards/ displays within classrooms can remain in situ providing they are out of reach from pupils/ children.

8.0 Working with pupils with Social, Emotional, Mental & Behaviour Difficulties

Some children and young people experiencing SEMH/SEBD difficulties may present behaviours that are challenging to manage, and it may not be possible to avoid close contact, for example:

- Not respecting social distancing rules out of school
- Invading personal space (inadvertently standing too close to others)
- Hugging
- Spitting

An individual, needs-led approach is essential and a blanket policy is not advised.

Principles:

1. **A sense of safety:** It is important that adults, children and young people feel safe upon their return to school or setting
2. **A sense of calm:** Children and young people are likely to experience a range of big feelings including both pleasant and unpleasant emotions. It is important that

these feelings are normalised and that support is provided to help them manage their emotions and return to a state of calm.

3. **A sense of self- and collective- efficacy:** Children need to feel they have some control over what is happening to them, and a belief that their actions are likely to lead to generally positive outcomes (Bandura, 1997). They need to feel they belong to a group that is likely to experience positive outcomes and this is known as collective efficacy (Antonovsky, 1979; Benight, 2004)

4. **Social connectedness:** It is important that adults, children and young people feel they belong and have a social network which can support them within their school or other educational setting

5. **Promoting hope:** Whilst life may be difficult at the moment, it is important that adults, children and young people feel the situation will improve in the future. Staff and pupils need to be provided with reassurance and understand that in the longer term they will feel positive again

6. Behaviour is a form of communication and behaviour occurs in a context; working out the "triggers", teaching new skills and implementing proactive measures is key to success.

An individual risk assessment should be carried out for any pupil for whom the above concerns are identified and a behaviour plan put in place. Schools should make use of advice and support available, e.g. from the EP Service, LST, BST.

Clear communication of new rules and routines is essential; taking a restorative approach focussing on "doing with" rather than "doing to" may lead to better outcomes, as this approach may increase pupil engagement and responsibility. Instead of giving out a list of rules and expectation to pupils, better to provide a rationale and explain why the rules are required, and to do this with pupils. This applies across all age groups. Schools are already taking this approach and there are lots of examples of schools making social stories or sharing videos to show pupils how things will work when they come back to school.

Only those children not showing symptoms of COVID-19 should attend school (this does not mean they do not have the virus). Children and staff who show symptoms of coronavirus should not attend and should instead remain at home.

Social distancing measures should be in place where feasible.

8.1 Physical intervention

As always, physical intervention will only be used as a last resort in line with the Council policy and Welsh Government guidance. To avoid the need for physical intervention, where there is a known risk that a pupil will act in a way that will cause himself or others harm, an individual risk assessment should be completed prior to the pupil returning to school to ascertain what needs to be put in place to keep everyone safe.

This may include the following:

- Consideration of the group size and make-up that the pupil is placed in
- Consideration of the room/areas of the school that the pupil is based
- Consideration of the time of the day that the pupil attends school and the duration of the session
- Consideration of staffing
- Consideration of the tasks/activities set
- Consideration of PPE for staff

In the event of a pupil acting in a manner that does put themselves or others at a risk of harm, the school policy for the Use of Reasonable Force, along with the Council Policy should be used to guide the actions of staff. For pupils who are not able to keep themselves or others safe, it may be necessary as a final action to review the risk assessment and the type of provision that can be offered.

9.0 PRU; STF and Special Schools

It is essential that where required specific risk assessments will be undertaken on all aspects of the delivery of these provisions including a detailed review of the pupils risk assessments. All agreed controls must be proportionate to the risk. Where required, additional measures may be required that are proportionate and support a balanced curriculum for pupils.

The overarching principle is to reduce the number of contacts between children and staff. Where it is not possible to restrict staff to a contact group then other control measures are key - keeping social distance e.g. stay at the front of the class; good hand hygiene; wearing a face covering; robust cleaning regime. For TTP purposes keep a log of teacher's timetable.

It is essential, where possible that measures are taken to, where possible, minimise social contact and mixing as far as is practicable. Consideration should be given to a reduction in group sizes where social distancing cannot be managed due to pupils needs and behaviours.

Where a learner routinely attends more than one setting on a part-time basis, e.g. because they are dual-registered at a mainstream school and either a PRU setting, a EOTAS setting or a special school, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the learner. During this time the settings should consider whether providing learning on one site may be feasible

9.1 Home tuition

There are no plans at present to recommence delivery of educational programmes for pupils in receipt of home tuition at their homes. The variables inherent in such a delivery make risk assessments in light of Covid-19 transmission too complex and varied in terms of mitigation of risk. Therefore the existing strategy of providing tuition for pupils in receipt of home tuition via Teams will continue until further review.

9.2 Special Education Needs

The statutory duties and obligations of local authorities and schools relating to SEN remain unchanged and in force, including the duty to arrange provision as set out in a statement.

In line with previous guidance schools/settings are encouraged to adopt a practical and flexible approach to ensure individual needs are met whilst minimising contact between groups, this should be considered as part of any risk assessment. For example, timetabling and scheduling 1:1 support provision over a longer cycle, in

order to maintain overall levels of support whilst minimising staff and learners' exposure to different groups or individuals may be appropriate.

Schools should continue to consult parents and carers about specific support needs, and use their discretion flexibly in agreeing the way forward for specific learners. Some pupils with SEN will need specific help and preparation for the changes to routine that this will involve, so teachers and SEN coordinators should plan to meet these needs, for example using social stories

10. Staff member or child becoming unwell during operational hours

Any member of staff who has provided close contact care to someone with symptoms, even while wearing a face covering, and all other members of staff or learners who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:

- The symptomatic person subsequently tests positive
- They develop symptoms themselves (in which case, they should commence self-isolation immediately and arrange to have a test)
- They are requested to do so by TTP.

10.1 Staff

Schools/settings will ensure that all staff are reminded of the common symptoms of COVID-19 and watch for symptoms in themselves and others. These symptoms include:

- High temperature/ fever
- New constant coughing
- Loss of taste
- Loss of smell

If any staff member develops symptoms and based on the information that presents itself, the staff member must be asked to return home immediately to self-isolate in accordance with Public Health Wales, and or NHS direct.

Any staff member who becomes unwell or symptomatic prior to leaving home must contact the Headteacher or member of the senior management team prior to departure.

If member of staff is being collected by a family member they should wait in the designated isolation area.

The member of staff should arrange to get tested either by booking on line or telephone 119 (7am – 11pm) calls are free of charge

Anyone displaying symptoms should self-isolate for 10 days from when their symptoms started and whilst waiting for a test result.

Anyone in your household who does not have symptoms must self-isolate for 10 days from when the first person in the home started having symptoms.

10.2 Children/ Pupils

Any children/ pupils that displays symptoms of COVID – 19 must be taken to the isolation room, with supervision, and maintain social distancing (2m). Their parent / guardian must be contacted using the emergency contact numbers provided and arrangements must be made for their collection and taken home into self-isolation. Isolation room windows should be opened for ventilation and this must be maintained.

Social distancing from the infected child/ pupil must be maintained wherever possible to prevent the spread of the infection to other staff and children/pupils. Depending on the situation (young children, pupils with specific health care needs, behaviours, or other circumstances) should this not be possible, staff are to be supported with appropriate PPE/C:

Gloves, aprons and a fluid-resistant surgical mask should be worn if a child or young person becomes unwell with symptoms of COVID-19 and needs direct personal care.

Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.

Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.

All staff must ensure that PPE/C is applied in line with the donning and doffing of PPE and personal hygiene must be exercised at all times to ensure that the spread of the infection is controlled.

Should any pupil need to use the welfare facilities while waiting to be collected, they should use a separate W/C if possible. The W/C should be isolated from use and signage placed on the door until cleaned and disinfected using standard cleaning products before being used by anyone else.

Everyone must wash their hands thoroughly for at least 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell with COVID-19 symptoms. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people.

Should any staff, parent or responsible adult require any additional advice and guidance telephone the NHS on 111. In an emergency, call 999 if they are seriously ill or injured or their life is at risk.

If a member of staff has supported a pupil/ child or another staff member who was become unwell with symptoms of COVID-19, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.

Anyone displaying symptoms should arrange for a test to be undertaken and further guidance can be accessed on the following link: <https://gov.wales/apply-coronavirus-test> or by contacting 119.

10.3 Isolation Room

All schools/ settings must identify a primary and alternative suitable isolation room. This should be in close proximity to toilet facilities and exit point of the school to reduce contact with other pupils and staff.

An isolation area should **where possible** include the following:

- Personal Protective Equipment (new aprons/mask and gloves)
- Alcohol Based Hand Rub
- Box of tissues with pedal bin (lined with a disposable bag)
- Sick bags and Spill kit
- Where possible a separate exit
- Only have minimal furniture that is easy to clean/ disinfect
- Natural ventilation where possible
- Vision panel within the door (safeguarding of pupil)

Once the isolation room has been cleaned in line with the schedule following its use, open the windows to allow a change of air circulation and allow all areas to dry naturally. The room would be considered safe for re-occupancy once undertaken.

Should the isolation room be used, please ensure that the room is cleaned in line with cleaning and disinfection procedures set out in section 7 above. ([Appendix 6 & 7](#)) It is essential that the Headteacher/ manager contacts cleaning services on:

Alison Cosker: 01792 636276, 07976529503 Alison.Cosker@swansea.gov.uk

Julie Archer: 01792 773473 Julie.Archer@swansea.gov.uk

In line with previous guidance, any closure of school/ premises will be through full consultation with the director of education and senior leadership team and schools must ensure that they follow their Business Continuity Plans (BCP).

11. Test, Trace, Protect Strategy; NHS app

The **TTP strategy** published on 13 May 2020 was implemented across Wales from 1 June 2020. This covers their approach to testing people with symptoms in the community, tracing those they have come into close contact with, who may be at risk of having the virus, and protecting family, friends and the community by self-isolating. Since September 2020 the TTP strategy has been supported by the **NHS COVID-19 app**.

All Headteachers/managers are advised to familiarise themselves with the following links highlighting the procedures for testing or contact 119.

Links:

[Getting tested for coronavirus \(COVID-19\) | GOV.WALES](#)

[Test, trace, protect: your questions | GOV.WALES](#)

See [Appendix 17](#) – Schools TTP flow chart and process map

11.1 The NHS COVID-19 app

Staff and learners aged 16 and over are eligible to use the NHS COVID-19 app. Schools should tell learners who use the app to tell a member of staff if they get an alert that they have had close contact with a person with symptoms.

If notified by the app, the learner should inform a trusted adult, usually a school staff member. The school should then follow its COVID-19 procedures as if that learner had been present in class with another learner who had shown symptoms. Schools do not need to update policies on use of mobile phones.

12 First Aid

The Health and Safety (First-Aid) Regulations 1981 require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work.

Due to the unprecedented times and supporting the management of risk, each school and Flying Start Setting must undertake a review of their first aid provisions on site. The review must include an appropriate assessment of risk and ensure where possible, that adequate first aid trained personnel are on the premises to support any staff or child/ pupil should they become unwell or sustain an injury.

In the event where a school is not supported with a staff member that holds suitable first aid qualification (First Aid at Work – all staff and pupils, Emergency First Aid Certificate, Paediatric first aid – Flying Start) the school should then identify an appointed person to take charge of first-aid arrangements. The roles of this appointed person include looking after the first-aid equipment and facilities and calling the emergency services when required. They can also provide emergency cover, within their role and competence, where a first-aider is absent due to these unforeseen circumstances.

As part of the assessment, consideration is also given to the provision of first aid boxes and PPE in dealing with any persons that may have symptoms of COVID – 19.

It is recommended that schools/ settings have the following provisions on site and included within a first aid emergency grab bag:

- 2x disposable aprons
- 2x disposable gloves
- 2x disposable surgical face masks
- 2x face shields
- 2x travel size hand sanitisers.

First aid boxes / kits must be easily accessible, well stocked and the contents must be within their use by date.

All schools must ensure that they are fully conversant with the amber alert that has been circulated highlighting RIDDOR reportable requirements and CPR guidance,

and these are accessible on the following link.
<https://www.swansea.gov.uk/staffnet/coronavirushealthandsafety>

Where possible provide a list of the locations of local AED's (de-fibs) in the event that this will be needed, the attached link may be of use:
<https://www.nhsdirect.wales.nhs.uk/LocalServices/?s=DefibrillatorLocations>

12.1 Medical emergencies in school

In the event of a medical emergency pupils/ children should always receive prompt and appropriate treatment. The Welsh Government has published guidance on **supporting learners with healthcare needs** and the **use of emergency adrenaline auto-injectors in schools**. This guidance provides information on how schools should respond to pupils at risk of anaphylaxis and emergency procedures.

It is to be expected that in a medical emergency people may need to be less than two metres apart and may be administering emergency medical care without PPE. The response to a medical emergency should not be delayed to put on PPE.

It is not always possible to adhere to social distancing regulations within the school environment, particularly when working with learners who need close contact care. The use of protective personal equipment (PPE) by staff within education settings should be based on a clear assessment of risk, taking into account each individual setting and the needs of the individual learner. Schools, settings and local authorities already have risk assessment processes in place, which should be used to identify the need for the use of PPE.

12.2. Medication (EpiPens and Diabetes)

Guidelines for Children and Young People with Diabetes returning to school

The following guidance has been circulated to all schools and is subject to change following any review by the Wales Diabetes Network.

This guideline aims to support the safe return of children with Type 1 diabetes to school, and schools are advised to review the pupils individual risk assessment in readiness for when pupil return to school, and determine whether the agreed Individual healthcare plan (IHP) for children with Type 1 diabetes can be implemented subject to the required standards defined by Welsh Government. Close monitoring may be required due to the period of time the pupils have been absent from school.

In line with standard procedures, the risk assessment needs to be discussed with the family, and parents must be satisfied that the IHP can be implemented. It is essential that the ongoing care of the pupil needs to be reviewed on a regular basis to ensure the IHP is being fulfilled as agreed.

Considerations for risk assessments

The following aspects of care need to be included in the risk assessment

- Blood glucose testing and/or glucose sensor checking
- Any staff member supporting a pupil in the administration of insulin must be supported with appropriate PPE (gloves, face covering, visor and disposable apron) this is in line with NHS staff protocol
- Insulin injections and bolus delivery on pumps
- Detection and management of hypoglycaemic episodes
- Supervision of snacks and lunch at school
- Management of any exercise if permitted
- Arrangements for any staff sicknesses to cover the normal care provided to fulfil the Health Care Plan
- Safety measures, including social distancing (where required), hand-washing/hygiene facilities, cleaning equipment, staff training and confidence in the care of pupils with type 1 diabetes, availability of PPE for close contact requirements (i.e. supporting diabetes management).

All schools are reminded, if there are any concerns relating to pupils with diabetes and the management of their health care needs, to contact the Paediatric Diabetic Clinical Nurse Specialist.

EpiPens

The first aid at work qualification delivered by the Corporate Health, Safety and Wellbeing Services include a module on the administration of EpiPens, therefore all first aiders on site will have the skills and competency to support the administration of EpiPens where required.

As a result in changes with schools general operational procedures, it is essential that all staff are made aware of pupils that have specific health care needs and who may require support in the administration of their Epi Pens.

Most pupils are able to self-administer their EpiPen and this must be encouraged at all times. The administration of the EpiPen can be completed through clothing, therefore there will be limited contact with skin.

The administration of the EpiPen is time critical and must never be delayed. The transmission risk of COVID-19 is extremely low due to the enhanced safety arrangements now implemented across all schools, however additional measures may be considered:

- If gloves and aprons are available or in close proximity – wear as a minimum.
- Eye protection and masks are needed if the patient is coughing - (persistent coughing is a sign of anaphylaxis so schools need to ensure they have the correct PPE)
- A review of the pupils individual health care plan is essential due to the extended period of absence from school. All information must be communicated to the appropriate staff.
- Wash hands immediately after the support of any administration.

13 Positive tests for Covid-19 and Emergency Communication Protocol

A decision tree has been developed to assist schools in making decisions when a notification of a positive test is received. ([Appendix 16](#)) Also see TTP flowchart and process map - [appendix 17](#)

Schools should:

- Email Track and Trace and copy in Education to advise of any positive cases.
- Provide name(s) of the positive case and the Year Group(s) affected.
- Once the TTP process has been completed please email Education confirming the number of staff and pupils that are required to isolate and their isolation dates.

If you need specific advice or support please continue to contact us via the main email address (education@swansea.gov.uk) or by contacting Rhodri Jones (during the week) or the named on-call officer (this detail is emailed to all schools on Fridays).

People are considered as potential contacts if they were in contact with the person who has tested positive during a period beginning up to two days before symptom onset and ending when the case entered home isolation. This is based on current understanding of the main period of infectivity.

A contact is defined as someone who has had close contact during this period, specifically:

- Within one metre of the person who has tested positive and has been coughed on, had a face-to-face conversation, had skin-to-skin physical contact, or been in other forms of contact within one metre for one minute or longer
- Within two metres of the person testing positive for more than 15 minutes
- Having travelled in a vehicle with the person who has tested positive.

Where staff have maintained social/physical distancing rules and adhered to hygiene measures during work and where required have used personal protective equipment (PPE) or worked behind an appropriate screen or partition, they would not be regarded as part of a contact tracing exercise for these purposes.

Potential cluster – needing further investigation

A potential outbreak is defined as two or more confirmed cases of COVID-19 among learners or staff who are direct close contacts, proximity contacts or in the same ‘bubble’ in the school/setting, within 10 days” (*This may be a class, year group or other defined group.).*

Increase in background rate of absence due to suspected or confirmed cases of COVID-19 (does not include absence rate due to individuals shielding or self-isolating as contacts of cases).

Potential incident – needing further investigation

“Two or more confirmed cases of COVID-19 among children, students or staff who are direct close contacts, proximity contacts or in the same group or cohort (sometimes referred to as ‘bubbles’)* in the educational or childcare setting within 10 days”.

* a small group, cohort (‘bubble’) might be a class, year group or other defined group. This definition aims to distinguish between transmission occurring in the community versus transmission occurring within the educational or childcare setting.

It is essential that all schools have robust plans in place to be implemented in the event of a full or part closure following a COVID-19 outbreak or advised to close following a PHW/ WG announcements.

It is recommended that all school plans are stored on a central location named “COVID-19 EMERGENCY PLANNING” and can be accessed when off site. As a minimum, documents to be contained within the folder include:

- Business continuity Plan – COVID-19 (revised for September 2020 operations)
- Business continuity Plan – general school operations
- ECS and Check In, Catch Up and prepare risk assessments and Operational plan.
- Blended Learning Policy
- ICT schools policy
- Traffic management risk assessment
- Cleaning and Catering operational plan and supporting risk assessment (where required)
- Contact information for all 3rd party lettings or private child provide hire agreements.

14 Personal Protection Equipment (PPE)

As highlighted within the WG revised operational plan... *“It is important to remember that social/physical distancing, hand hygiene and respiratory hygiene (catching a cough or sneeze in a tissue or covering the mouth and nose with an elbow or sleeve) remain strongly evidenced to be the most effective ways to prevent the spread of coronavirus. There is therefore no need to use personal protective equipment (PPE) when undertaking routine educational activities in classroom/school settings”.*

In line with Welsh Government and PHW guidance, PPE is not required during general school activities. However should teaching staff be supporting pupils with ALN, supported with a HCP or where social distancing cannot be maintained, PPE may be required. In addition, should staff/pupils wish to use face coverings to reduce anxieties, then this will be supported.

Before undertaking any task, staff should assess any likely exposure and ensure they wear PPE which provides adequate protection against the risks associated with the contact or task being undertaken. Guidance on the safe and proper use of PPE see (*Appendix 9 – donning and doffing of PPE & Appendix 10– Management of blood and body fluid spillages PPE*).

Where required, staff will be issued this equipment by the Headteacher/ manager and will be reviewed in line with guidance. Each school/ setting to have a clearly identified storage facility that secured and access restricted, and a stock list of all provisions completed daily. Where PPE is required to support pupils with additional learning needs (ALN), HCP or unable to maintain social distancing, additional provisions can be ordered through the corona virus enquiry email:

Coronavirusenquiries@swansea.gov.uk

In addition:

- Staff who have had and recovered from COVID-19 should continue to follow infection control precautions, including the PPE where required.

All PPE should be:

- Compliant with the relevant BS/EN standards (European technical standards as adopted in the UK)
- PPE should be located close to the point of use or centrally within the building
- PPE station to be located in the classroom in close proximity to the teaching station (Grab bags)
- Stored to prevent contamination in a clean, dry area until required for use (expiry dates must be adhered to).
- Single use only
- Changed immediately after each pupil and/or following completion of a procedure or task
- Disposed of after use in line with the COVID-19 waste procedures (2.2.1)

14.1 Disposable apron/gown

Disposable plastic aprons must be worn to protect staff uniform or clothes from contamination when providing direct pupil care (e.g. assisting with toileting) and during environmental and equipment decontamination.

Disposable aprons and gowns must be changed between pupils and immediately after completion of a procedure/task.

14.2 Disposable gloves

Disposable gloves must be worn when providing direct pupil care and when exposure to blood and/or other body fluids is anticipated/likely, including during equipment and environmental decontamination. Gloves must be changed immediately following the care episode or the task undertaken.

14.3 Eye/ face protection

Eye protection should be worn when there is a risk of contamination to the eyes from splashing of secretions (including respiratory secretions), blood, body fluids or excretions. An individual risk assessment should be carried out prior to/at the time of providing care.

Eye/ face protection can be achieved by the use of any one of the following:

- Full face shield/visor;
- Polycarbonate safety goggles or equivalent eye protection if there is no visor
- Fluid repellent surgical mask (FRSM) together with visor if splashing into face likely.

14.4 Hand Sanitisers

It is advised that schools highlight areas where hand sanitiser stations can be positioned around the premises. This should include the following and ideally wall mounted:

- On main entrance to the building and all entry points for pupils
- Made available in classrooms where there is no running water
- Available after outdoor activities (forest school, outdoor plan is they cannot access welfare facilities.
- First aid grab bag

- Dining hall and where necessary, entry to toilet facilities if the provisions are shared between contact groups (p6 WG guidance).

It must be noted that the use of the use of PPE/C will be reviewed on a case by case basis where required and under full consultation with the head teacher/ manager and relevant stakeholders.

MANAGEMENT OF BLOOD AND BODY FLUID SPILLAGES – PPE

When should PPE be worn?

Level of contact with blood and body fluids	PPE required
No contact anticipated (e.g. social contact)	None
Possible contact (e.g. cleaning equipment)	Disposable gloves; plastic disposable apron
Likely contact (e.g. assisting toileting)	Disposable gloves; plastic disposable apron
Risk of splashing to face (e.g. nose bleeds, cleaning up spillages of body fluids e.g. blood, vomit, urine)	Disposable gloves; plastic disposable apron; disposable FRSM and eye protection e.g. goggles; face shield
Cleaning up blood and bodily fluid spillages	Disposable gloves; plastic disposable apron and eye protection if required. Spill kits available on site and used where necessary.

15 Traffic Management and Transport

All schools have been provided with the School transport risk assessment as this highlights specific detail relating to school transport procedures. This also providing additional information on agreed control measures with bus drivers/ taxi drivers.

Parents, carers and school staff should all play a role in educating children and young people on acceptable behaviour on school and public transport.

15.1 School Traffic Management - Drop off and pick up points

It is essential that all schools/ settings undertake a detailed assessment of all available collection and drop off points. Due to increased number of vehicles required (taxis/ buses) all drop off and collection points need to be assessed for suitability and the site's traffic management plan updated.

In line with best practice, all collection and drop off points should be closely monitored by a nominated staff member who is supported with high visibility clothing. Staff have a key role in monitoring social distancing outside the school during these times and where necessary review all signage to ensure that its being maintained and floor markings are clearly visible.

To reduce the number of pupils leaving the building at the end of the day, it is advised that classes are released on a phased approach. This also limiting the number of pupil movement at any one time.

All schools must ensure that access to the site is made available for waste collection. It is anticipated that due to catering arrangements, there may be an increase in commercial waste on site. Every effort must be made to ensure that waste is recycled and collected on the agreed day.

15.2 Taxi/ Bus and Private Hire Vehicles

Some pupils, including those with additional support needs, rely on taxi or private hire vehicle transfers to get to and from school/setting. Where taxis are used solely for the purpose of transporting pupils/children to and from school/settings, as with dedicated school bus and coach services, physical distancing requirements are not necessary. It is recommended that in taxis and private hire vehicles learners' travel in the back seat only.

The school transport team have provided each provider with detailed information and service expectations and these include:

- Use of face coverings when transporting pupils/ children
- Cleaning protocols,
- Driving with the windows open (when possible) or finding larger vehicles for transportation.
- Including for the arrangements for carrying multiple learners.
- When travel by taxi or private hire vehicle is necessary, learners should be advised to follow the advice of the driver.
- Appropriate cleaning and sanitising measures will also be necessary.
- Face to face seating where available should not be used.
- Face coverings to be used on school bus transport for Y7 and above.
- So far as is practical, schools to maintain bus registers for TTP where possible. This should include seating arrangements where possible.

15.3 School minibuses

The use of school minibuses may resume however an independent risk assessment for its use must be undertaken and should be in line with current WG guidance.

The following arrangements must be maintained:

1. Driver and support staff to be positioned in the front of the vehicle, this allowing social distancing to be maintained.
2. The first row of seats on the minibus to be isolated from use, as this provides a physical separation to promote social distancing.
3. Where possible, windows, ventilation to be maintained at all times when in use.
4. Once all pupils disembark the bus, hand rails, seats and any high contact points to be cleaned and disinfected prior to re-use.
5. Allow adequate time for the air to change within the minibus prior to reuse.
6. Any pupil or staff member who may be displaying potential symptoms of Covid-19, should not be permitted to travel on the minibus with others.
7. Pupils and staff to use hand sanitisers prior to boarding and after departure
8. Thorough cleaning of the minibus to be recorded onto the schools/ setting check list ([Appendix 3](#))

16 Toilets

Where possible, schools/settings to provide separate toilets for different contact groups to reduce the risk of cross group contacts. Where this is not possible, ensure hand sanitiser is used before entering the toilet and that toilets are cleaned regularly.

Schools/settings to encourage pupils to clean their hands thoroughly before and after using the toilet.

Schools will be required to consider the following:

- Setting a maximum number of pupils entering one toilet block at one particular time
- Whether there will be need to use all toilet blocks (more relevant for larger schools/secondary schools); and
- Whether a member of staff will be required to monitor usage all day.
- Where possible designate toilet areas/ cubicles for each year group/ class and ensure that clear signage is in place.
- Cleaning of high touch points will be undertaken throughout the day, paying particular attention to start of day, after break and lunch time periods and normal cleaning at the end of the school day in line with cleaning schedule. High touch areas can include toilet flush handles; door/toilet handles; sink taps; light switches; hand dryers; door handles/push pads.
- Consideration to the use of hand sanitiser units to be installed on entry points where there are shared provisions between contact groups. Where toilet facilities have open access/ shared provisions or designed in a way that doors can be held open without compromising privacy, washing of hands must be first and foremost.
- Ensure windows are open to allow natural ventilation or extractor systems are fully operational.
- Ensure that posters are displayed within the area highlighting personal hygiene; promoting hand washing and social distancing requirements.

PPE must be worn in line with the cleaning requirements - disposable gloves, disposable apron, and where there is a risk of splashing of bodily fluids, face masks and eye protection to be worn.

Where required, hand sanitiser dispensers to be located on entry points into the facilities. This assessment should consider design and accessibility of the provisions and if doors can be held open and not compromise privacy. Hand washing must take place prior and after the use of these provisions. All sites to assess the location of these and to ensure that they are positioned appropriately.

17 Water Fountains

It is advised that all water fountains are restricted where possible, however if drinking water provisions are limited, and the use of water fountains are required, then the following should be implemented:

- Signage to highlight that fountains are used for refilling water bottles only,

- Hand sanitisers located in close proximity to allow the end user to sanitise hands prior to use,
- Water fountains to be include within the high contact point cleaning schedule
- These units to be kept to a minimum and isolate are water source any units decommissioned.

18 Break time arrangements

It is advised that break times are staggered (dependent on pupil numbers) to limit pupils/ children and staff moving around the building. All pupils/ children should be reminded that social distancing must be maintained during these periods. Pupils within the same classroom/ cluster should have breaks at the same time.

Pupils should wherever possible refill their **own** water bottles in order to reduce contamination. Ensure that each pupil/child takes home their lunch bag and bottle each day.

It is essential that the following is undertaken:

- A detailed assessment of pupils undertake who may have food allergies. Consideration given to them being relocated to additional areas if required. This limiting the risk of anaphylaxis should another pupil inadvertently bring in food prepared at home that may have allergens.
- Where possible, food to be delivered to the classroom, this reducing the numbers within the dining hall and pupil movement.
- All waste must be removed from the classroom immediately after the break period.
- In line with the councils commitment in reducing waste, recycling of all packaging to be undertaken where possible.
- Where applicable, windows to be open to allow movement of air and to ventilate the classroom.
- Where possible break/ lunch times to be taken outside.

18.1 Lunchtime arrangements

Schools have reintegrated hot meals across schools and this is being well managed. Where dining halls are being used, it is essential that each area is zoned and clearly highlights the classroom seating area and a floor plan and time table retained for TTP. The same principle can be applied from breakfast and afterschool clubs.

Where pupils are bringing in their packed lunch and a water bottle, clearly labelled with their name on the bottle and packed lunch. All Headteachers/ managers to assess provisions of fridges within the building to accommodate additional packed lunches that may be brought in by pupils. Where fridges are located within classrooms, these to be used to accommodate those pupils.

It is recommended that all pupils have their lunchboxes within their designated areas, this limiting movement around the school. It is essential that the following is undertaken to safeguard food hygiene and standard safety practices:

- All equipment and resources are removed off the table prior to lunchtime.
- Tables are cleaned with antibacterial sprays and ensure that the learning area is clean.

- All pupils to wash hands prior eating food and this to be monitored by teaching staff.
- After food, learning area to be wiped down, all packaging and waste to be disposed of in line with school waste procedures.
- Pupils to wash hands prior to undertaking any activities.
- All staff to be aware of any pupils that may have allergens and supported with Epi Pens. Staff to be suitable trained in its use.
- School/ settings to send out communications to all parents advising of food allergens in the school and the need to include ice pack where possible. This should be undertaken weekly as a minimum.
- All waste must be collected and disposed of in line with the settings arrangements.

In line with personal hygiene requirements and risk assessment, all pupils and staff will be required to wash their hands before and after eating food. In secondary schools it is advised that hand sanitising units are located near the biometric reader, thus allowing pupils to sanitise prior to use.

Lunch times may need to be staggered (dependent on pupil numbers) to minimise the number of pupils mixing at one time.

All staff that support pupils with Gastrostomy feeding, all procedures in line with the individual HCP and infection control measures must be applied. All staff are aware of required PPE/C and this must be maintained at all times.

Additional operational guidance will be available for catering staff. This highlighting all safety measures and social distancing requirements.

Staff are reminded that food hygiene certificate training is now available on <https://swansea.learningpool.com/totara/coursecatalog/courses.php?page=1>

18.2 Breakfast Club/ After school Clubs

All schools are encouraged to recommence breakfast and after school clubs and the following guidance is offered to support the planning and implementation of these provisions. In line with the schools standard procedures on no account should a pupil/child or staff attend schools/settings if they:

- Feel unwell, have any of the three identified COVID-19 symptoms (a new continuous cough, or a high temperature or loss of or change to their sense of taste or smell) or they have tested positive to COVID-19 in the past 10 days.
- Live in a household or are part of an extended household with someone who has symptoms of COVID-19 or has tested positive for COVID-19 in the past 10 days.

It is recommended that the following arrangements are considered:

- A reduced service may be required, therefore a booking system to be applied and schools to agree a safe maximum capacity for each week. The daily register must also include the name of the pupil and the location. Ideally group these into contact groups as this will support the TTP process.
- Where possible, year groups to be always maintained.

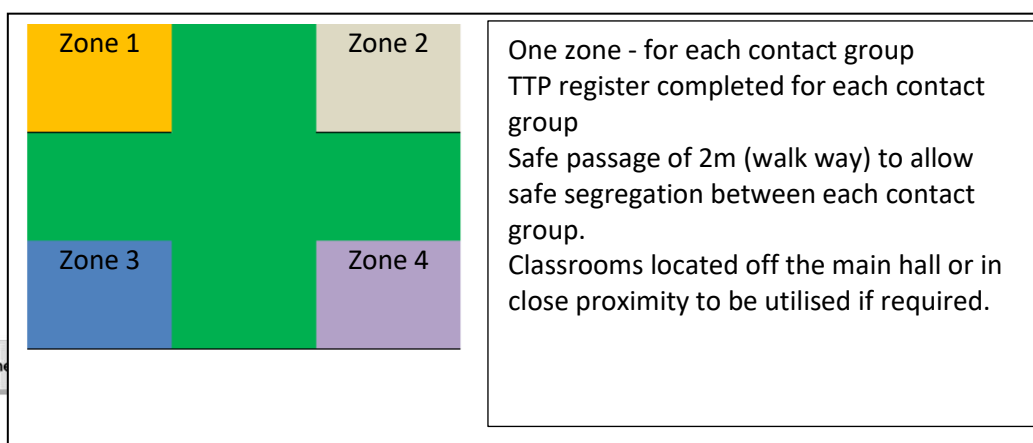
- If a pupil attends more than one setting i.e. school and wrap-around or after school provision, the pupil should remain in the same, small group across both settings where possible. Where that is not possible, they should remain in small consistent groups within both settings. Where learners need to attend more than one setting, parents, schools and settings will need to discuss these risks and consider how to manage them.
- Consideration should be given that staff need to maintain social distancing where possible.
- Provisions to be delivered within the dining hall/or additional location to the classrooms as cleaning will be required at the end of the session.
- All equipment/toys/resources to be boxed up individual (play packs) and these cleaned after each use.
- Where possible, schools should apply a table service for breakfast/ snacks.

18.2.1 Setting up the breakfast club safely

When setting up of breakfast or after school club, the school will need to assess the area where these activities will take place. Generally, these are held within the main dining hall.

As part of the assessment you need to consider the following:

- Room set up – consideration given to a zoned approach of the hall and allow each zoned area to be allocated for each contact group.
- Each area to be supported with a seating arrangement that allows pupils to be front facing and side by side. The number of tables will be determined by the available space.
- A safe passageway to be maintained between each zone area and this should be a minimum of 2m walkway to allow safe passage of pupils and allowing social distancing between contact groups.
- Food/breakfast to be delivered to the tables and plates collected by the staff members.
- If the room space is restricted, it is advised that any provision for a Y6 group is placed within a classroom as they may require reduced supervision, and the lower the age group, the risk of transmission is also reduced.
- All pupils attending the breakfast club should be included within the TTP register that is in [Appendix 4](#) of the operational plan.
- Each contact group to be released from the area and directed to their classroom on a phased approach at the end of the session.
- Area cleaned in line with the operational plan guidance, including toys and equipment.
- All windows to remain open to keep room well ventilated.
- Maximum number of attendees will be determined by the risk assessment and staff available
- Class dojo to be considered for pre-booking if required



18.3 Primary School and Flying Start – Daily snack

Where snacks are being prepared and provided, all food hygiene practices are to be maintained at all times. All settings must ensure that staff are trained to food safety level 1 if serving food and Level 2 if preparing and cooking food. All staff and pupils/ children must wash their hands before and after handling food/snacks.

- All food must be stored in the appropriate storage condition / facilities.
- All food being delivered must be stored in accordance with the food hygiene laws.
- All food bags / parcels being issued must be adequately sealed to prevent food from being contaminated.

All food eating areas must be cleaned at regular intervals and set up so as to promote social distancing.

19 Assemblies; additional classes (PE, Music and Drama); Parents evening

19.1 School assemblies

In line with WG guidance, contact groups should be kept apart where possible, and all schools should avoid large gatherings such as assemblies or collective worship with more than one group. It is therefore advised that assemblies should not be undertaken even for individual key stages. Assemblies could however be pre-recorded and shown in the individual classrooms, or class assemblies undertaken.

19.2 Physical Education

Any school wishing to undertake any physical activity must ensure that pupils/ children are appropriately dressed. It is advised that these are planned in advance to allow pupils/ children to attend school in suitable clothing (tracksuit/ trainers). Where possible, physical activity should be encouraged to support wellbeing of the pupils/ children.

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst maintaining compliance with the risk assessment and agreed control measures. Schools/settings should maintain pupils/children within their own clusters/ bubbles when organising physical activities. All equipment used must be thoroughly cleaned between each use by different individual groups, and contact sports avoided.

The majority of Swansea schools are complimented with large open spaces or quad areas and these should be utilised where possible, and large indoor spaces used where this is not possible or during adverse weather conditions. Where activities are

being undertaken, the maximum capacity for indoor hall usage is 30 at any one time, and where possible maintain social distancing between pupils.

All cleaning and disinfection process must be undertaken following the activities and the cleaning check list MUST be completed. This is particularly important in any sport or physical activity due to sweat, physical contact with equipment and the very nature of how people breathe during exercise. Where external facilities are being used (leisure facilities both on and off site) Headteachers, managers or heads of department must undertake a detailed assessment of risk and include educational visit arrangements.

19.3 Music

Due to the Coronavirus Pandemic, Swansea Music, has been delivering 'bitesize' recorded lessons for pupils, via its E-Swansea Music Lesson Club, which can be found on the Swansea Virtual School page <https://swanseavirtualschool.org/smu/>

Until it is safe for Swansea Music Teachers to return to face to face teaching at school, they are introducing a 'blended' approach to learning. This resulting in a brand new E-Swansea Music online 'Live' Instrumental/Vocal Lesson Club, which will give pupils access to live Instrumental/Vocal group lessons and activities at home, which can be supported by our 'bitesize' recorded lessons.

E-Swansea Music online 'live' lesson club tuition will be delivered using Microsoft TEAMS via Hwb and our teachers are busy preparing these lessons, ready to commence their teaching in September.

The primary aim in September will be to ensure pupils maintain contact with their teachers, not only so that they can keep practising, but also because we understand the huge benefits of music on pupils' wellbeing and how music can be a vehicle of expression during these turbulent times.

Further guidance on how this will be phased in can be found on the following link: [Click to view E - Swansea Music Digital Platform 'Blended' Learning Approach Document](#)

19.4 Drama/ singing

It is advised that where possible any drama or singing activities are:

- Completed within an outside open space where possible. Should activities be undertaken within indoor areas, good ventilation must be maintained (natural or mechanical).
- Pupils should be back to back or side by side where possible to reduce the risk of transmission.
- Use of props must be kept to a minimum and where used, cleaning and disinfection to be undertaken and recorded on the cleaning check list.
- The risk assessment will determine the agreed number of pupils to attend the class. This will be based on the size of the room, nature of equipment used, ventilation within the area.

19.5 Parents' evening

Due to the current social distancing measures, WG recommend that traditional parents' evenings (that is where parents come into school to meet their child's

teachers and discuss progress, with or without the child present) and face to face open evenings **do not take place** for the time being.

Schools should still ensure they are available to discuss any concerns parents may have, and engage with parents via other means, such as by email, on the telephone or through school apps, where appropriate.

Where a discussion with a parent cannot take place via these routes and face to face contact is considered necessary then appropriate measures would need to be put in place, including social distancing of 2 metres.

19.6 Organised outdoor activities for children

Subject to the public health situation, organised outdoor activities for children will restart from 27th March. Attendance at such activities, which take place outside of the school day and often away from the school estate, is not a matter schools or settings would be expected to police. However, it is likely that attendance at such activities would increase the number of contacts children have. Schools and settings will need to be mindful of this in their communications with parents.

As with circumstances where children attend both schools and childcare, if there is a suspected case of COVID-19 at any such organised activity that impacts that child and their contact group, settings must be informed and work together to identify contacts.

[Operational guidance for schools and settings | GOV.WALES](#)

20.0 School Workforce

During these circumstances, expectation is that everybody should work from home where possible. Head teachers/managers are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable or 28 plus weeks pregnant – outlined below.

To aid reduce staff anxieties, Head teachers/managers should explain to staff the measures the school has put in place to reduce risks. Schools and settings may wish to use the **action card in appendix 2** to promote these measures and give reassurance to staff.

If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend head teachers/managers discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

20.1 Clinically Extremely Vulnerable (CEV) staff

The Welsh Government have confirmed that “shielding” is being paused with effect from 31st March 2021. The updated guidance states:

The Chief Medical Officer has reviewed the advice to people who are clinically extremely vulnerable and in light of the current context of significantly lower cases

across Wales, has advised that shielding measures should be paused on 31 March. This means from 1 April you can go to work, if you cannot work from home, as long as the business is Covid-secure (has taken reasonable measures to minimise risk to employees). Children who have been following shielding measures can return to school when appropriate for their year group.

Therefore, where your previously shielding staff cannot work from home from the 1st April 2021, you will be required to complete an individual Workforce Risk Assessment which will determine appropriate control measures to minimise the risk to the employee. Please see flow chart ([appendix 15](#)) which can assist you with this process.

Staff who are living with someone/sharing the same household who are in receipt of a shielding letter, can attend work as normal.

20.2 Clinically Vulnerable (CV) staff

Clinically vulnerable staff can continue to attend school where it is not possible to work from home. While in school they should follow the mitigating measures to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in this operational guidance.

Adults should maintain a two-metre distance from others, and where this is not possible avoid close face-to-face contact and minimise time spent within one metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults, including older children and adolescents.

People who live with those who are at increased risk or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.

Headteacher and managers must ensure that the operational plan and schools risk assessment including the site-specific arrangements are included within the development of the individual employee assessment. The risk assessment process may highlight additional control measures to mitigate risk and such measures should be documented and agreed by the employee.

Should the risk assessment outcome highlight increased risk, then Headteacher/managers are advised to contact the occupational health team for further advice and guidance.

Should Headteacher/ managers require any additional support or guidance or wish to discuss individual cases/ scenarios then please contact HROD at: HRandOD@swansea.gov.uk

20.3 Black Asian Minority or Ethnic (BAME) and staff with individual health needs

There is a growing amount of data emerging nationally that the effect of the Covid-19 virus is having a disproportionate effect on people with Black, Asian, Minority or Ethnic (BAME) backgrounds.

It is advised that the headteacher/ managers undertake the individual employee risk assessment with all employees who have specific health needs or BAME. This allowing additional control measures to be agreed and discussed where necessary. The link to the BAME risk assessment is highlighted below.

All Headteacher and managers are reminded to follow the agreed arrangements with the COVID-19 risk assessment.

<https://www.swansea.gov.uk/staffnet/coronavirushealthandsafety>

<http://www.swansea.gov.uk/staffnet/riskassessments>

20.4 Pregnant staff

The Royal College of Obstetricians and Gynaecologists (RCOG) advises (14/10/20) that:

- Pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health
- For those women who are 28 weeks pregnant and beyond, there is an increased risk of becoming severely ill should you contract COVID-19 (this is true of any viral illness contracted, such as flu).

Pregnant women in their first or second trimester of pregnancy and have no underlying health/medical conditions, can continue to work as long as there are suitable and robust control measures in place for their job role and at their place of work. For pregnant women who are in their third trimester (28 weeks+) their line manager will need to undertake a review of their pregnancy risk assessment to assess if further control measures are needed to allow them to continue to work safely.

For pregnant women with underlying health conditions such as heart disease at any gestation, whether they can continue to work in their current job role or workplace will be considered on an individual basis. Clinical advice must be considered as part of the pregnancy risk assessment as this will aid in decision making in regard to their safety at work. Therefore it is important the line manager is made aware of any clinical advice given to them by their doctor/consultant. The line manager can contact Occupational Health for further advice and guidance.

As an employer the school/setting has a responsibility to protect the health, safety and wellbeing of new and expectant employees. As soon as the employee informs their line manager of their pregnancy the manager must complete a written pregnancy risk assessment in consultation with the employee to ensure that reasonable safety precautions are taken to protect them and their baby when they are at work.

Both the line manager and employee will examine their work tasks/activities and identify H&S hazards such as manual handling; slips and trips; lone working; stress etc. In respect to the hazards from COVID, identify any work situations that might allow transmission of the virus. Evaluate how likely are they going to be exposed to the hazard and discuss what reasonable protective measures can be put in place to remove the risk or if that is not possible, reduce the level of risk.

The law does not expect us to eliminate risk, but it does expect us to protect people as far as is reasonably practicable.

In respect to Covid19, typical control measures are centred on:

- Social distancing e.g. 2m floor signage; use of barriers/screens; limiting number of people in an area
- Wearing appropriate Personal Protective Equipment (PPE) pertinent to the job role e.g. disposable face mask; face visor; disposable gloves/aprons
- Regular hand washing with soap and water or use of hand sanitiser when no wash hand facilities available
- Disinfection and cleaning regimes of working environments and shared equipment
- Good ventilation within the workplace
- Reusable face coverings; face visors

What actions are taken will depend very much on where you work and your particular job role, but options could include:

- Adjustments to the job role or working environment to allow social distancing
- Providing suitable temporary alternative work within your service area
- Working from home

The line manager should give a copy of the completed pregnancy risk assessment to the employee with both agreeing dates/times for a regular review of the risk assessment throughout the pregnancy. Certain physical aspects will have a varying impact on the employee as the pregnancy progresses i.e. backache, fatigue, agility. The pregnancy risk assessment should also be reviewed if there have been any significant changes relating to the employees workplace, job role or their pregnancy health condition.

If the employee has any concerns with the agreed control measures, they should speak to their manager immediately and not wait for the next review meeting.

Employers should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from COVID-19. This is because for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract COVID-19

20.5 Workforce risk assessment tool

The “**All Wales COVID-19 workforce risk assessment tool**” has been adapted for use in education, youth work, childcare and play work settings. It is intended to be used to assess if staff are at higher risk of developing more serious symptoms.

Following their self-assessment staff should have confidence to discuss their safety at work and any concerns they may have with their line manager and consider the right actions to mitigate and manage that risk and ensure staff are as protected as much as possible.

Using the workforce risk assessment tool, an individual risk assessment should be completed for staff who are CEV and CV staff ([appendix 15](#))

Detailed information is available on the health and safety hwb group/ COVID-19 or <http://www.swansea.gov.uk/staffnet/riskassessments>

21.0 Vaccination

The Welsh Government is working to the Joint Committee on Vaccination and Immunisation (JCVI) priority schedule and they have set out that the first priorities for the vaccination programme should be the prevention of deaths related to COVID19 and the protection of health and social care staff and systems.

Welsh Government has agreed that staff whose role is to provide intimate personal care for some of our most vulnerable children with complex needs will be included as part of the priority list for vaccination.

The Joint Committee on Vaccination and Immunisation (JCVI) has taken a precautionary approach in advising that pregnant women should not receive a COVID-19 vaccine until further information on safety is available. There are no data on the safety of COVID-19 vaccines in breastfeeding or on the breastfed infant. Despite this, COVID-19 vaccines are not thought to be a risk to the breastfeeding infant, and the benefits of breast-feeding are well known. Because of this, the JCVI has recommended that the vaccine can be received whilst breastfeeding. (28/1/21)

The Public Health England guidance on COVID-19 vaccination confirms that although the available data do not indicate any safety concern or harm to pregnancy, there is currently insufficient evidence to recommend routine use of COVID-19 vaccines during pregnancy.

The advice is that you should postpone vaccination until your pregnancy is over. Pregnant women at high risk, including health care workers, should be offered vaccine as soon as possible after completion of pregnancy and breast feeding.

22.0 Supporting the well-being of learners and staff

The learner and staff well-being are the primary concern, and this has been fundamental in the operation and planning for the schools return. Detailed presentations have been developed for staff, pupils/ children and parents. These will be delivered to all through staff training, class assembly, communication sent to all parents and made available on the schools social media platforms.

22.1 Learners' well-being

All schools and settings will have an important impact on pupils/ children's physical, mental and emotional and social well-being. All schools and settings will focus on these areas as part of the planning and classroom layouts to reduce the anxieties for all. All staff should positively reinforce behaviours around social distancing and hygiene as opposed to stigmatising mistakes. It is essential that the timetable and layout should ensure that there are appropriate opportunities for breaks and time

outdoors activities. Every effort should be made to utilise all outdoor space within the grounds of the school setting.

All schools and settings will be alert to identify and support pupils/ children who exhibit signs of distress, and support will be provided in line with schools policy. This included pastoral care and bereavement support should be planned for and put in place. All staff, parents and learners will be provided with this information through the presentations and newsletters/ information.

22.2 Staff well-being

Head teachers/managers, governing bodies and school leaders should have regard to staff (including the head teacher) work–life balance and well-being. Schools and settings should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

Schools and settings already have mechanisms to support staff well-being and these will be particularly important, as some staff may be particularly anxious about attending school. Support will be provided to all staff that include:

- Those who have found the long period at home hard to manage and who have concerns over having to deal with children’s well-being issues in the classroom with a lack of support.
- Those who have developed anxieties related to the virus and their own health and wellbeing (i.e. fears of contracting the virus in the classroom)
- Those who have pre-existing issues that may have increased as a result of the COVID-19 pandemic
- Those who have experienced bereavement.
- Welfare/ rest space in line with the workplace health, safety and welfare regulations
- As standard practice, all staff provided with details of the stress, management and counselling services and other appropriate external support networks.

Support is available for the education workforce through the Education Support Partnership, the charity dedicated to supporting the health and well-being of education staff. The Education Support Partnership has been developing digital resources to provide further support to education staff during these very challenging times. These have been based on key themes of anxiety, grief and isolation.

Confidential emotional support is also available via the ESP for all education staff 24/7. Call their counselling helpline on 08000 562561 or visit **educationsupport.org.uk/helpline**

23.0 Educational Visits

Under the current Welsh Government alert level 4 restrictions no educational visits within the UK or abroad are allowed. This includes local visits to parks and outdoor spaces beyond the school grounds. This advice is being kept under review and as soon as the situation changes schools will be informed so that they can start making the most of their local surroundings again.

When education visits resume, these should be carried out in adherence with protective measures, such as COVID-secure measures in places at the destination.

All visits must be thoroughly risk assessed to ensure they are carried out safely. As part of the risk assessment, schools will need to consider what control measures need to be used and ensure they have taken into account wider advice on visiting indoor and outdoor venues.

Schools will want to consider the needs of all learners taking part in an educational visit, including their ability to comply with COVID safety measures at the venue. They should also be mindful of the safety of supervising staff.

Schools will also need to have contingencies in place should there be changes to national (Wales), regional or local coronavirus measures.

24.0 Swimming pool usage

It is noted that a number of our schools are complimented with swimming pools that are used to support the delivery on curriculum and also for 3rd part letting agreements. As part of the management of COVID-19, it is advised the following are observed as a minimum.

With adequate disinfected pool water, the main risk from COVID-19 is through airborne respiratory transmission from a person carrying the virus to another within a critical vicinity and not through waterborne transmission.

The table below gives details for safe pool operation during the pandemic, for a range of disinfectants.

Disinfectant	Minimum residual	Ph Value
Chlorine gas	1.5mg/l	7.0 – 7.4
Sodium/ calcium hypochlorite	1.5mg/l	7.0 – 7.4
Trichloroisocyanuric acid/ dichloroisocyanurate dihydrate	5mg/l	7.0 – 7.2
BCDMH	4mg/l	7.0 – 7.4
Sodium bromide with sodium hypochlorite	3.5mg/l as bromine 1.5mg/l as chlorine	7.2 – 8.2

The lower the pH the more easily chlorine kills microorganisms. To deal with the Covid-19 virus, a chlorine residual between 1.5 and 3mg/l is believed to be effective at a pH between 7.0 and 7.4. The characteristics of the particular pool and its treatment regime may influence how closely it is possible to follow these recommended levels.

If the pool cannot realistically achieve a pH below 7.4, the minimum free chlorine residual (from hypochlorite or chlorine gas) may have to be as high as 2.7mg/l as long as the pandemic continues.

Ph Value	Minimum free chlorine concentration
7.0	1.5mg/l
7.2	1.7mg/l
7.4	2.0mg/l
7.6	2.7mg/l

It is essential that any pool usage within the school is approved by the head teacher to member of the senior leadership team. All pool plant testing and inspection must be undertaken in line with the safety in swimming pool guidance and all records of water testing and pool plan operations are retained in line with normal swimming pool operations.

24.1 Bather hygiene – showers etc

Any pupil using the school swimming pool should wash their hands on arrival and as they leave the facility. As part of the ongoing personal hygiene requirements, it is essential that all teaching staff monitor this process.

It is essential that all pool users undertake a pre-swim shower as this is a vital contribution to ensuring the free chlorine in the pool water is available for disinfecting the Covid-19 virus (rather than being used to oxidise organic material coming off bathers). All bathers should be actively encouraged to shower with soap and water while maintaining the statutory physical distancing. It is recommended that our shower facilities are supported with soap dispensers to encourage this or pupils supply their own.

If showers are unused within the swimming pool facility, ensure they are flushed weekly for 15 minutes.

Bathers should be reminded to use the toilet and then wash their hands (following the physical distancing rules) before swimming, and children given that opportunity at frequent intervals during their swim.

<https://www.pwtag.org/standards-and-guidance/>
<https://www.swimwales.org/news/swim-wales-update-on-aquatic-activities-swimming-pools>

25.0 Third party lettings

Decisions around third party lettings ultimately rest with the governing bodies of individual schools, however schools should be mindful of current WG restrictions when making decisions around letting agreements.

In making decisions governing bodies should consider:

- Advice and guidance from the Local Authority
- Their own school's Covid risk assessment and operational plan
- The risk assessment of the third-party letting organisation
- Relevant Welsh Government Covid-19 legislation and Covid-19 restrictions.

The LA is committed to supporting governing bodies to make these decisions and envisage that consideration on a case by case basis will be most appropriate in the current circumstances. To aid governing body decision making the LA has compiled considerations and checklist for governing bodies (below) and the LA will support any governing body decision which has been made in accordance with the considerations below.

Given that schools are to reopen on a phased basis, the LA supports the view that third party lettings should also be reintroduced on a phased basis over the first term. Childcare would be considered as a priority for third party lettings. If governing bodies can be satisfied that private childcare providers can open safely in line with guidance outlined within this operational plan then it would be beneficial if these could start as soon as is feasible.

Other third-party lettings can recommence as and when a governing body considers it is safe to do so. While a third-party organisation may consider that they can open safely this does not necessarily mean that this will correspond with the school's operational plan. LA Officers can support with any queries and contact details are at the end of this guidance document.

Once a governing body agrees that a let can be recommenced it is also recommended that a new letting agreement is issued and updated to include any additional requirements, particularly in relation to Covid. The letting charge should also be considered to consider any specific costs e.g. additional cleaning, related to the let. All letting agreements need to operate based on full cost recovery.

Any office accommodation used to support other organisations other than school usage (health visitors/PCSO's etc) should be minimised. In line with WG guidance, all staff including those from other organisations should WFH. Should a third-party wish to attend the setting to collect resources, this should be done following prior agreement with the Head teacher. This limiting all unnecessary footfall on the premises.

Standard TTP and signing in procedures must remain in place for all visitors to the setting

Relevant officer contact details:

kevin.webb@swansea.gov.uk Corporate Landlord Services
claire.abraham@swansea.gov.uk School Support Officer
gemma.wynne@swansea.gov.uk Governor Support Officer

25.1 Governing Body Considerations

The responsibility is on the third-party letting organisation to provide the information and any supporting evidence. If they are not able to do so, then this will hamper the governing body's ability to make a decision and potentially delay reopening.

1. Has an updated risk assessment been provided which includes COVID-19 management controls?
2. Is the organisation regulated / affiliated to a regulatory organisation e.g. a sporting body and if so are any additional, specific control measures required?
3. Does the organisation have any additional registration requirements which can provide additional reassurance e.g. CIW? Has a copy of the registration document been provided?
4. Does the let require the use of any specific equipment that is used by the school? If so, is it clear how the organisation plan to clean and return this for safe usage by the school?
5. Swimming pools. The use of school swimming pools for pupil use or as a 3rd party letting will need careful planning and will be agreed on a risk based approach following a review of all appropriate risk assessments and COVID-

19 control measures. The governing body and local authority would need to gain reassurances that a COVID secure environment can be maintained, and all clubs are complying with any affiliated body recommendation. Minimum standards as highlighted within the schools operational plan and risk assessment in regards to cleaning and disinfection processes will be mandatory. Additional detail has been included within the 3rd party letting check list ([appendix 5](#)).

6. Has a cleaning and maintenance plan been provided to ensure that all areas are cleaned and maintained following use and does this make particular reference to additional cleaning for high contact points?
7. Are there implications for the school's traffic management plan and can these be managed safely?
8. There needs to be clear communication between the leisure centre manager and the school to confirm that all management arrangements in relation to COVID-19 risk assessment are fully embedded and understood prior to any additional school activities being undertaken at the facility. These control measures will be in addition to the school activity risk assessment. The sharing of the key documents will be essential through the assurance process.
9. Will it be possible for the schools to closely monitor the letting to ensure that all controls are being adhered to (physical checks and recorded)?
10. Has the organisation provided a plan in relation to emergency arrangements in the event of a cluster outbreak?
11. Is the let "self-contained" or does it take place in an area of high usage?
12. Can the area be safely returned for school usage after the let?
13. Does the let take place during the school day? If so, will its use comply with the school's risk assessment and operational plans in relation to minimising visitors and contractors?
14. Do the activities being undertaken comply with the coronavirus restrictions?
15. Have you completed the checklist highlighted within [appendix 5](#)

26.0 Cash handling

During general day to day activities within schools/settings, cash handling is kept to a minimum, however it may be unavoidable due to lunchtime/ break time activities and as part of some administrative duties.

All schools are advised of the following management systems to be implemented where possible:

- Where possible, avoid cash handling if possible.
- Where cash handling is taking place, staff to ensure that they wash their hands on a regular basis and not to touch their mouth and face. If this activity is for a prolonged period of time, the staff member may wish to use disposable gloves, however, is reminded to wash their hands after the removal of the disposable gloves.
- Hand sanitiser to be in close proximity to the persons for use where required as an alternative to handwashing if necessary.

27.0 Attendance/ WG Guidance Autumn Term Codes

What code should be used?

Code	Meaning	Statistical category
/ Present	Attending school in the am.	Present
\ Present	Attending school in the pm.	Present
C	Unable to physically attend the school due to medical/health risks or caring responsibilities agreed with the school. Also for a staggered return in the first 14 days when some age groups return.	Authorised absence
#	Planned school closure for all pupils which may take place in the first 14 days, e.g. planning days.	Not required to attend
Y	Not expected to attend due to unexpected school closure (in the event of subsequent forced school closures). School-directed absence due to Covid19 (to include remote learning)	Not required to attend
I	Illness, including COVID-19.	Authorised absence
[Remote learning due to Covid 19	Not required to attend
;	Illness due to Covid 19	Authorised absence

All other codes apply as per the guidance.

<https://gov.wales/operational-guidance-schools-and-settings-autumn-term-covid-19>

A: The code for learners who attend school

All children in the expected intake for that day or in a priority group (children of critical workers and vulnerable children) should be recorded as present / \ upon arrival at their school or education setting.

C: The code for learners who are unable to attend

This includes learners who are unable to physically attend school for reasons understood and agreed by the school. They should be recorded as **code C** (Other authorised circumstances (not covered by another appropriate code/description)). This code would be used for learners who have medical or health reasons preventing them from physically attending or they may have exceptional circumstances such as caring responsibilities.

This code would be used for learners who are self-isolating as set out in the preventative section of this guidance.

This code will also be used during the first 14 days of term when some year groups will have staggered returns.

This code should not be used if the learner is unwell with COVID-19 symptoms where the I code should be used.

Schools must engage with parents/carers to understand why they are not attending and ensure there are not any concerns about their well-being or alternative support options that could be arranged to enable them to attend. Any concerns should be followed up by the school or education setting and where relevant the local authority. The school should review the situation with the learner and parents or carers on a regular basis to avoid any prolonged absence.

#: The code for planned school closures for all learners

Code # should be used for planned days where learners are not required to attend such as planning days in the first weeks of term.

Y: The code for enforced school closure

Code Y should be used for enforced school closure in the event of further requirements due to COVID-19.

Using other authorised absence and attendance codes

Where other specific authorised absence and attendance codes are more appropriate schools should use these as usual.

28 General Building safety

Following extended periods of school/settings closure e.g. term breaks; lockdowns it is advised that all Headteachers and managers undertake a detailed assessment of all statutory testing and inspections, and ensure that these have been completed and up to date.

All premises will have processes already in place to check for defects / faults, the daily check system must be completed prior to the building being opened. All defects identified that require remedial action should be notified to the Headteacher or Managers and the Authority via the normal channels.

Any areas of the premise or infrastructure of the premise that provides an inherent risk to safety must be isolated until the situation has been rectified, school staff will advise accordingly.

28.1 Property/Legionella/Fire/ Emergency Lights Testing

In line with normal premises protocol, it is essential that prior to the building being occupied, that the arrangements are made by the Headteacher/ manager for the following checks to be undertaken by the caretaker/ site manager:

- Detailed and comprehensive visual inspection of the building including external areas,
- Testing of fire alarm – including call points that have been missed due to school/ building closure,
- Testing of emergency lights, both internal and external,
- Visual inspection of Fire Extinguishers
- Full test of sprinkler systems (where fitted)
- Where mains water has been turned off since the close of the premises at lockdown, when it is reconnected it will need running through to flush away any microbiological or chemical residues built up while the water supply was disconnected.

- Flushing of water outlets (Legionella testing) chlorination undertake during the period of closure.
- Test and inspect all school/ building security systems including entry systems and CCTV

Following these initial checks, the following checks will be required by the school's Caretaker/ site manager:

Check	Description	frequency	to comply with
General visual check of property and external area	General check to be completed – staff are reminded to access the daily/ weekly/ monthly check list available on the health and safety group – Hwb	Daily/weekly/ monthly	Requirements of the Council's insurers – Complete school check lists
Testing of fire alarms	Carry out check that the fire alarm is working and is not showing a fault, ensuring that each call point is tested in turn and that all call points are tested within 3 months	Weekly	The regulatory reform fire safety order of 2005 BS5839 part one Complete fire log book
Testing of Emergency Lights	Carry out monthly check to ensure Emergency lights are fully operational both internal and external.	Monthly	HASAWA1974 BS 5266 Complete fire log book
Flushing of water outlets (Legionella Testing)	In line with the buildings legionella risk assessment, and support the management systems to reduce the risk of COVID-19 in the workplace hot and cold water taps will need to be run for between 3 and 5 minutes each week, and warm water available in hand wash basins. If there are other taps adjacent, these additional taps only need to be run for 1 minute each. This is to ensure that there is no stagnation of water and that water has not been allowed to sit at temperatures of between 20°C and 45°C where Legionella bacteria proliferate. All showerheads have been removed to mitigate legionella risk. Should headteachers/ managers require any further guidance please contact Mike Boat: mike.boat@swansea.gov.uk	Weekly	To comply with HSG274 and ACoP L8 Complete documents with the buildings risk assessment file
First Aid provisions including defibrillators	Ensure that all provisions are in date, and all first aid boxes are fully stocked. Emergency grab bags to be in place	On opening of the building and monthly thereafter	First aid at work regulations
PAT Testing	Ensure that any equipment that may not have been tested is removed if not within the testing date.	Planned maintenance	AcOP
Ensure that any planned maintenance and inspection are undertaken at the earliest opportunity. This may include servicing of hoists and lifting equipment, kilns, intruder alarms, extractor systems etc.			

[Appendix 10 – Reopening plan/ check list](#)

28.2 Fire Risk Management

Due to changes in operation and both schools and settings returning to education, all school/ setting updates their fire risk assessment to reflect return of school/operations. Where buildings are supporting the provision of Child Care/wrap around provisions, all Headteacher and managers must ensure that 3rd party letting agreements and arrangements are updated. The child care providers check list to be completed for all providers and stored in line with school arrangements.

[Appendix 11](#)

Where possible, social distancing should be maintained on assembly points. Schools/ settings are required to assess this on an individual site bases. Consideration should be given to pupils that require adult support/ 1:1 or those with HCP. Staff must be reminded that social distancing will be required for adults up to 2m. These arrangements should be included within the buildings EAP.

Where staff are supporting the role of “Fire marshal” this to be maintained where possible. It is advised that all staff undertake the eLearning “fire Marshal training and Fire Safety Awareness” training to update knowledge and understanding. It is essential that all staff working on site can perform their duties competently, and the training will support any skills shortage/ training within the building:

<https://swansea.learningpool.com/totara/coursecatalog/courses.php?page=1>

28.3 Ventilation

It is widely known that COVID19 is transmitted via 2 routes from an infected person – large and small droplets/particles emitted from a person sneezing, coughing or talking and via surface contact either hand to hand or hand to surface contact. During this time it is important to ensure schools and settings continue to be well ventilated and a comfortable teaching environment is maintained. Ventilation is a key mitigation measure to control the far-field (>2m) transmission of SARSCoV-2 by aerosols between people who share the same indoor space. Ventilation is not likely to have significant impacts on close range transmission by droplets and aerosols (within 1-2m) or transmission via contact with surfaces.

Higher viral load associated with people who have the new variant could have significant implications for transmission via the air, as previous scientific modelling suggests that viral load is a major determinant of airborne transmission risks. SAGE before the introduction of the new variant stated; for most workplaces and public environments adequate ventilation equates to a flow rate of 8-10 l/s/person based on design occupancy, although guidance for some environments allows for lower flow rates of 5 l/s/person. Since the introduction of the new variant, SAGE has recommended where possible, increasing ventilation flow rates mentioned above by a factor of 1.7 (70%) to account for the increase in transmissibility.

In most buildings, maintaining comfortable temperatures and humidity above 40-60% relative humidity is likely to be beneficial to reducing the survivability of the virus. However, this is likely to be less important than the ventilation rate mentioned above.

Both the WG and HSE guidance suggests measures to reduce the risk of transmission to *as low as is reasonably achievable* when used in conjunction with recommended hygiene measures. In addition to this, natural ventilation should be maintained at all times to aid air circulation by opening windows within the school/ setting.

To increase the fresh air ventilation rate to ensure dilution, solutions schools could use would include seeking to undertake the following.

- In line with the red alert circulated, it is essential that the building's Fire Safety Risk Assessment is reviewed and supporting EAP prior to any internal doors are held open.
- Ensure there is good ventilation within rooms at all times particularly during occupancy.
- Open windows approximately 15 minutes before occupancy. This should be carried out throughout the day to ensure adequate supply of external fresh air (even in mechanically ventilated buildings)
- Windows should be managed to ensure that thermal comfort is maintained at all times. Classroom temperatures must not drop below 16 degrees Celsius unless this is in an area where PE is being undertaken.
- Switch mechanical ventilation to nominal speed at least 2 hours before building usage and switch to lower speed 2 hours after usage ends
- Check if ventilation is functioning well – windows, grids, airbricks – and not obstructed; check for function and identify areas that are poorly ventilated.
- Take advice from competent heating and ventilation professionals.
- Start ventilation of rooms ahead of school day and allow it to continue throughout the day and after classes have finished.
- Set air handling units to maximise fresh outdoor air over recirculation.
- Ensure open windows and doors provide adequate ventilation while maintaining a comfortable workplace temperature (noise and fire restrictions dependent).
- Instruct teaching staff on how to achieve the most effective ventilation – such as opening top windows – moving obstructions such as curtains/blinds.
- Use ceiling fans or desk fans to prevent pockets of stagnant air only where the area is well ventilated.
- Ventilate classrooms and other areas between classes and uses for example by opening windows wide.

Keep toilet extract systems in operation 24/7 and avoid opening toilet windows where extract systems are in place to avoid extraction being interfered with by drafts from windows. If no extraction system in place open windows within the welfare provisions to allow adequate ventilation.

Whilst improving ventilation is a key control schools should continue to ensure that the wider controls of social distancing, personal hygiene and enhanced cleaning are implemented and maintained.

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

For any technical ventilation queries or advice please contact Building Services – Mechanical design and Maintenance (Technical Services)

28 Manual Handling – furniture, equipment and deliveries

Staff are instructed not to lift or carry items that are too heavy, awkward or unwieldy and should ask for assistance or use trolleys particularly if carrying for long distances.

Only move, lift or carry equipment if there is an essential need to do so.

Prioritise those members of staff who have had manual handling training to manage the loads in the first instance.

Take care to check for sharp edges or finger traps, wear heavy duty gloves and only handle equipment by its carrying handles etc.

Social distancing must be applied when accepting deliveries. All staff must wash their hands after handling any type of delivery.

Staff are reminded that any manual handling issues identified must be brought to the attention of the site manager so that it can risk assessed and appropriate control measures applied.

Any movement of equipment must be assessed prior to transportation and only is absolutely necessary. Where examination tables may be transported, it is recommended that these are set up prior to use and where required, wiped down with disinfectant prior and after use.

30.0 Lateral Flow Testing

In order to quickly detect asymptomatic adults, the Welsh Government will be making lateral flow testing available to:

- all schools and settings;
- school transport operators;
- peripatetic teachers and supply staff;
- all those of upper secondary age (year 10+).

The authority has provided schools/settings with a separate LFT Standard Operating Procedures document; Risk assessment and FAQs. These are available on HWB.

The twice weekly testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to further reduce the risk of asymptomatic transmission within the workplace. Staff who decline to participate in the LFT testing offer are still able to attend their workplace.

Testing alone cannot eradicate the risks associated with contracting and transmitting Covid-19. Testing helps to mitigate the risk, but it needs to be taken alongside other more effective infection prevention control measures, including reducing bubble sizes where possible, appropriate social distancing and good hand hygiene measures.

Once staff understand the testing process and read the privacy notice, if they choose to participate, they are committing to self-administer the test and provide their results

Staff can undertake the test at home twice a week. Results are shown in 30mins and do not require a lab process. It is recommended that the twice weekly tests are

undertaken 3 days apart and undertaken before the person attends school. It is also advised that tests should be taken on a fixed schedule – the same days and times each week.

Anyone who tests positive using a Lateral Flow Test (LFT):

- Must not attend setting / school
- Must then book a follow up PCR test through the online booking portal.
- Must notify your setting of the result.
- Must notify other organisations as per the guidance for your sector
- Will be contacted by the local contact tracing team
- Must self-isolate in accordance with the advice given by the local contact tracing team

Schools and settings should remind all those who test negative that this does not mean they can relax their infection prevention measures and/or if they show any of the COVID-19 symptoms to self-isolate immediately and book a test.

31.0 Business Continuity

To maintain delivery of education, the school are required to update their Business Continuity Plans (BCP) to ensure that all provisions have been considered.

All schools/settings to ensure that the continuity of learning policy is communicated to all staff and arrangement in place for distance learning should there be a community lock down or closure of school/ classes.

Detailed information has been included in relation to emergency arrangements and should the school setting close due to an outbreak of COVID-19. All staff must be made aware of the information contained within the schools BCP.

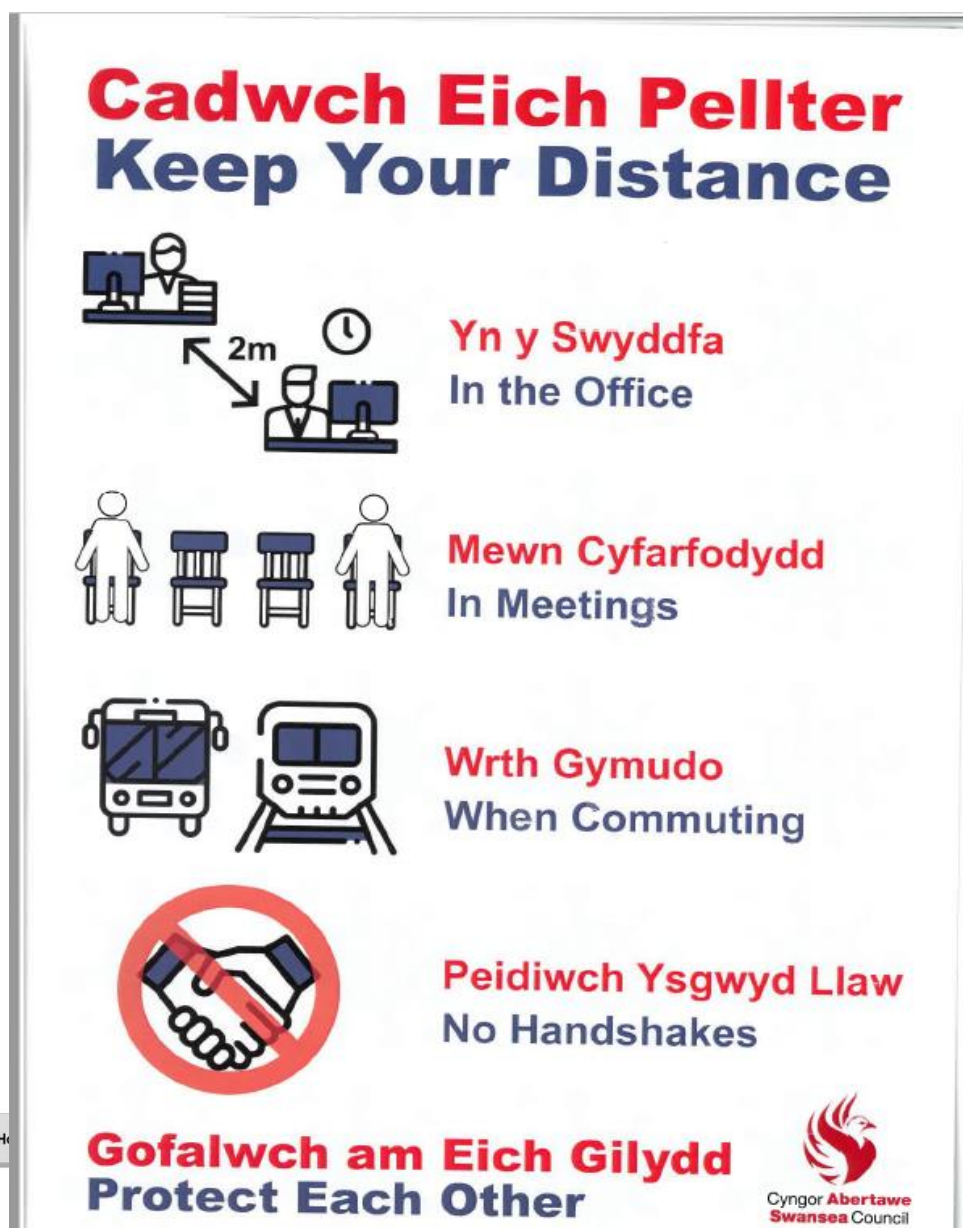
In the event of a further “lock down” (this may be school or community based) announced by central or local government/ PHW due to the COVID-19 pandemic, advice will be provided by PHW and the authority on measures to be taken to support each individual setting on how to manage the closure process and communication to parents and the community.

Should there be an outbreak within the individual school, Headteachers/ managers must ensure that the communication cascade is followed and all advice and guidance provided by the authority and PHW followed.

All schools/settings must agree their protocol and store all relevant documents within a central file “COVID-19 EMERGENCY PLAN”.

Schools Operational Plan Appendices

APPENDIX 1 - SOCIAL DISTANCING POSTERS



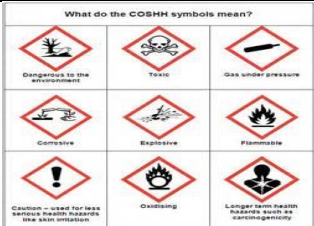



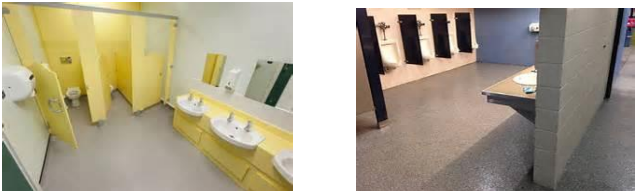
APPENDIX 2 – CATCH IT AND BIN IT POSTER




APPENDIX 3 – CLEANERS’ CHECKLIST

City & County of Swansea Catering / Cleaning Facilities

Daily Cleaning - Colour Coded System

Equipment		
Personal Protections Equipment (PPE) Gloves & Goggles	Chemicals	
Classrooms		
Yellow Cloths, Gloves & Yellow Pail Bucket	Classroom Sinks Tables & All Surfaces Spring Clean & Cif	
Red Bucket & Mop with Red Socket	Corridor / Classroom Floors Apple Fresh Disinfectant	
Toilets		
Blue Cloths, Gloves & Blue Pail Bucket	Loos; Pipework; Back Fascia/Surround Selgiene	
Blue Mop Bucket & Mop with Blue Socket	Toilet Floors Apple Fresh Disinfectant	

Pink Cloths, Gloves & Red Pail Bucket	Toilets Sinks/Tiles Toilet Roll Holder Soap Dispenser Door Handles	
	Selgiene	

CLEANING PROCEDURE FOR TOYS/GAMES/PLAY EQUIPMENT

All toys/equipment must be cleaned at the end of all communal use sessions before placing back into storage – this should also be noted. Consideration will need to be given regarding the number of toys in circulation – keeping to a minimum.

All toys MUST be cleaned after each use/end of play session.

Books	<ul style="list-style-type: none"> Books and posters should be examined for visible soiling with body fluid and disposed of as necessary Between use, wipe the book cover with a detergent wipe As books are porous and difficult to clean children should be advised to wash their hands before and after use.
Construction toys	<ul style="list-style-type: none"> Care must be taken to examine small parts, at the end of play, wash all parts thoroughly in warm water and neutral detergent. They can then be soaked for a period of 5 minutes in a chlorine based solution e.g. Milton 1,000 parts per million) Alternatively place in a 'net bag' and wash in the washing machine
Hand held mechanical or electronic toys	<ul style="list-style-type: none"> Damp wipe with a disposable detergent wipes between child use and thorough drying before returning to storage
Hard surface toys	<ul style="list-style-type: none"> Must have a smooth, non-porous surface that is easy to clean. N.B. toys with moving parts or openings can harbour dirt and germs in the crevices Use detergent wipes to wipe clean toys after use. If wipes are not available use a fresh solution of detergent made up as per manufacturer's instructions, using disposable cloth. Rinse and dry thoroughly. DO NOT store toys wet
General hand held equipment/ tools	<ul style="list-style-type: none"> All teaching staff must ensure that all equipment allocated to pupils are in line with the planned activity. All storage facilities for D&T, Art, Pottery etc must be secured at all times. Hand held equipment to be placed within a tray and sprayed with disinfectant and allow

	to dry. Where possible rotate equipment to allow 72 hours to pass before reuse
Keyboards, and electronic devices	<ul style="list-style-type: none"> • Hand held devices and keyboards to be cleaned with antibacterial wipes after use. • Buttons and crevices can harbour dirt and germs in the crevices
Ball Pools	Do not use at this time as can be difficult to decontaminate.
Dressing up clothing	Do not use at this time
Play dough and therapeutic putty	To be allocated per pupil and disposed of after each use
Play sand	To be allocated per pupil and soaked in disinfectant for up to 2 hours, washed and allowed to dry prior to reuse.
Stuffed soft toys	To be limited in use. Rotate and allow 72 hours until reused. Wipe down with antibacterial wipes where possible.
Lego and building blocks	To be allocated per pupil and washed in warm water and soap or disinfectant after use. Allowed to dry. Allow 72 hours until reused.
Climbing frame's	Ensure wiped down after each use and limit pupil numbers

Communal Play with appropriate social distancing

All toys/equipment **must** be cleaned at the end of all communal use sessions before placing back into storage – this should also be recorded/documented.

Additional Cleaning Measures

Additional cleaning include:

- If toys become contaminated with any blood/body fluids, they need to be removed and placed in a box to be disinfected and left for a minimum of 72 hours prior to reuse.
- Where toys have been contaminated e.g. by a child who requires isolation, additional disinfection procedures may be required and advice and guidance sourced through PHW.
- If this is not possible the toy must be discarded
- “frequently touched” surfaces such as door/toilet handles and tables should be cleaned at least twice daily, toys and other play equipment daily and immediately when known to be contaminated with secretions, excretions or body fluids.

An increased frequency of decontamination should be considered for reusable equipment e.g. wheelchairs, dining chairs, tables should be wiped down regularly with disposable detergent wipes.

School/ Setting		Week Commencing:					
Locations		Monday Initials	Tuesday Initials	Wednesday Initials	Thursday Initials	Friday Initials	Action required
Entrance doors, hallways, corridors and access doors to areas in use.	All hand contact points wiped and disinfected — door handles, hand plates, latches, hand rails, key code entry systems, etc.						
	All hallways and corridors in use mopped/ hoovered and disinfected where possible.						
Dining hall/ hall	Window sills, Fully swept/fully mopped						
General Areas (Reception, offices, head teachers office, communal areas) Tables, chairs and working surfaces	All surfaces of tables, window sills, and furniture where there may be contact wiped and disinfected						
	All hard arm rests on chairs and hand contact points to be wiped and disinfected						
Toilet areas Children/ Staff/ Disabled	Wash hand basin, taps , pipes and tiles disinfected						
	Door panels and handles disinfected						
	Hand dryers and light switch disinfected						
	Waste bin disinfected						
	Toilets and urinals and behind units disinfected						
	Disinfect all wall surfaces and floors						
	Clean and disinfect mirrors						
Staff room	All surfaces of tables and furniture where there may be contact wiped and disinfected						
	All hard arm rests on chairs and hand contact points to be wiped and disinfected						
Classroom Name: (Y1,Y2,Y3...)		Classroom:	Classroom:	Classroom:	Classroom:	Classroom:	
	All surfaces of tables, furniture, window sills, light switches, door handles/push plates						
	Sinks, wet areas and carpet						
	Computer keyboards-wiped						

School staff		Week Commencing:					
Check list to be completed by the staff working within the childcare setting or end user. This providing staff with a prompt list of areas to be cleaned/ disinfected. This document MUST be adapted to meet the individual settings as equipment may differ.							
Locations		Monday Initials	Tuesday Initials	Wednesday Initials	Thursday Initials	Friday Initials	Action required
Computer/IT equipment	Disinfect desktop and keyboard surfaces Chair armrests and all hand contact points						
<p>It is advised that play equipment is limited to allow cleaning and disinfection to be undertaken on a daily basis. This will assist in the cleaning and disinfection of all equipment used through the day, minimising the risk of spreading the virus. Best practice is to place play equipment into boxes and number these. Where possible select a box at a time and ensure that all equipment within the play box has been cleaned and disinfected.</p> <p>Where outdoor play equipment is being used, this should be limited in numbers e.g. 2 trikes/ bikes to reduce cleaning requirement.</p>							
Small plastic play equipment (Boxes)	Where possible soak all play equipment in Milton over night						
	Cleaned and disinfected all equipment used.						
Outdoor Play equipment – Trikes and bikes	Handles, grips, frame and seat - surfaces wiped and disinfected						
Outdoor play Equipment – must be limited to materials that can be disinfected.	Footballs, hoops, balls, cones, mud kitchen						

APPENDIX 4– Test Trace and Protect school activity register

To be used for breakfast, afterschool clubs or any additional activity held within the premises

[illegible]

APPENDIX 5

3rd Party Letting Check List

3rd party letting check list – September 2020

3 rd party letting check list – September 2020				
Name of school:	Location:	3 rd party activity:	Commencement date:	
Document check list				
Revised letting agreement including COVID 19 management controls	Date completed/ received	Comment: (include any additional control measures required or cleaning requirements)		
Letting agreements to reflect any increase in hire charges as a result of additional cleaning and maintenance requirements.				
A revised cleaning and maintenance plan to ensure that all area are cleaned and maintained following use.				
An updated risk assessment that also includes COVID – 19 management controls, highlighting any recommendations stipulated by the awarding/ affiliated body for that sport/ activity.				
Updated public liability insurance certificate				
A review of the schools traffic management plan, additional considerations should also be given to sites with shared facilities (school and leisure centres)				
Letting agreements amended to support COVID 19, and include emergency arrangements in relation to a cluster outbreak and Test, Trace and Protect register.				
Fire risk assessment including EAP				
Approved by Governing body Yes/ No				
Date:	Local Authority approval Yes/ No	Date:	Additional measures required to support 3 rd party application:	

APPENDIX 6 – ISOLATION ROOM



Isolation Room

APPENDIX 7 - DO NOT ENTER – CONTAMINATED AREA SIGN

DO NOT ENTER

CONTAMINATED AREA



ROOM TO REMAIN CLOSED UNTIL:

DATE: __/__/__ TIME: __:__

AWAITING SPECIALIST CLEANING

APPENDIX 8- PUTTING ON AND TAKING OFF PPE



Public Health
England

Guide to donning and doffing standard Personal Protective Equipment (PPE)

Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 1** Put on your plastic apron, making sure it is tied securely at the back.

- 2** Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.

- 3** Put on your eye protection if there is a risk of splashing.

- 4** Put on non-sterile nitrile gloves.



- 5** You are now ready to enter the patient area.




Doffing or taking off PPE

Surgical masks are single session use, gloves and apron should be changed between patients.

- 1** Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.

- 2** Perform hand hygiene using alcohol hand gel or rub, or soap and water.

- 3** Snap or unfasten apron ties the neck and allow to fall forward.

- 4** Once outside the patient room. Remove eye protection.

- 5** Perform hand hygiene using alcohol hand gel or rub, or soap and water.

- 6** Remove surgical mask.

- 7** Now wash your hands with soap and water.


APPENDIX 9 – BIOHAZARD SPILLAGE KIT INSTRUCTIONS

Biohazard Spillage Kit Instructions for cleaning Vomit, Faeces, Blood and Urine

1. **Isolate:** Remove the pupil/ chills and staff from the area, make the area safe and collect the appropriate spill kit.
2. **Prepare:** Apply appropriate PPE/C (gloves, apron, eye protection, face mask/ seild
3. **Treat:** Apply the spill kit in line with manufactures instruiction
4. **Remove:** Detach the scraper from the spill kit, collecte the gelled spillage and deposit within the biohazard bag. Dispose of the scraper/ scoop after use.
5. **Sanatise:** Spray area with disinfectant and clean the area in line with the cleaning appendix 4 and dispose of cleaning materiasl within the biohazard bag.
6. **Dispose:** Remove gloes, apron and any other items that may have been used. Ensure that hands don't become contaminated and place all PPE/C within the biohazrad bag. Secure the bag and dispose of in line with corportate procedures.
7. **Protect:**Clean hands with disinfectant wipes/ hand sanatisers.
8. **Return:** Return all equipment to the designated storage are and ensure that this is secured when leaving.
9. Clean hands with warm water and soap immediately and thoroughly dry. Should there be any spillage on the carpert or soft furnishings, every effort should be made to isolate and clean the areas and additional guidance obtained from the school/ setting cleaning supervisor.

Management of laundry, blood and body fluid spills and waste

I. **Safe management of laundry**

If you suspect laundry (children's or own clothing) is contaminated with COVID-19, it should be managed as 'infectious'. Infected laundry must be handled, transported and processed in a manner that prevents exposure to the skin and mucous membranes (eyes, nose, mouth) of staff, contamination of their clothing and the environment:

Disposable gloves and an apron should be worn when handling infectious laundry. All laundry should be handled inside the isolation room.

When handling laundry do not:

- rinse, shake or sort linen on removal;
- place used/infectious laundry on the floor or any other surfaces e.g. a table top;
- re-handle used/infectious laundry once bagged;
- overfill laundry bag; or
- place inappropriate items in the laundry bag e.g. used equipment, rubbish.

When managing infectious laundry:

- place directly into a water-soluble/alginate bag and secure;
- place the water-soluble bag inside a clear polythene bag and secure;

Contaminated laundry must be kept totally separate from other items and given to parents to wash at home:

- separately from other home laundry;
- in a load not more than half the machine capacity;
- place the washing still in the water-soluble bag in the drum, do not shake dirty laundry, this minimises the possibility of dispersing virus through the air
- at the maximum temperature the fabric can tolerate (ideally 60°C), then tumbled-dried.

II. Management of blood and body fluid spills

It is important that spillages of blood, faeces, vomit or other body fluids are dealt with immediately as they pose a risk of transmission of infection. **If a spillage is identified, the area must be cleaned immediately using a Biohazard Spill Kit and staff must wear PPE (disposable gloves and aprons) during this procedure and complete a risk assessment.**

The Kit also include a yellow bag which can be used for contaminated waste.

III. Management of waste

Waste should be disposed of following the standard procedures in place within schools, and in line with the arrangements highlighted within the schools/ setting Covid19 Risk assessment.

APPENDIX 10 - Re-opening Plan

Can be used by schools/settings following planned reopening of schools/setting follow pandemic lockdowns.

To be completed by the Headteacher and Governing body/ Setting manager to confirm that all arrangements and procedures are in place to support all reasonable mitigation measures.

Swansea Council Schools and Flying Start re-opening Plan

School/ setting Name:	Completed by:	Date:
Section	Implementation	✓
Class sizes and pupil numbers	<p>In line with Welsh Government guidance, social distancing should be applied where ever possible within the school.</p> <ul style="list-style-type: none"> All staff must ensure that 2m social distancing is maintained between adults. Nursery/ Reception/ Flying start: <i>No social distancing requirement for young children; pupil contact groups</i> STF/PRU facilities: <i>social distancing where possible; pupil contact groups;</i> Special school: <i>Pupil contact groups</i> Secondary schools: <i>Pupil contact groups; face coverings</i> 	
Staffing	All Headteachers / managers to assess staffing issues and if school can operate safely based on staff shielding or unable to attend the work place due to unrelated ill health/ absence	
Property/Legionella/Fire/ Emergency Lights Testing	<ul style="list-style-type: none"> General visual check of school property completed on [DATE] Testing of Fire alarms completed on [DATE] Testing of emergency lights completed on [DATE] Flushing of water outlets (legionella testing) completed on [DATE] Daily/ weekly and monthly maintenance check sheets in place. 	
Entry and exit points	<ul style="list-style-type: none"> Staff and pupils will enter and exit through Main Cecil Road and Park Road gates Only one parent will be able to drop off/collect each 	
Corridors	<p>Insert completed one way system on School Plan</p> <p>One way system clearly labelled with arrows and black and yellow tape or pictorial signage</p>	
Isolation rooms	<ul style="list-style-type: none"> Isolation Room 1 = Gofal annexe Isolation Room 2 = A23 Signage in place 	
Positive tests for Covid-19	All staff made aware of the procedures to follow with a positive test of COVID19	

Personal Protection Equipment (PPE)	<ul style="list-style-type: none"> Staff aware of how to use PPE (Appendix 8) 	
Hygiene products	<ul style="list-style-type: none"> Plenty of Soap, sanitiser and paper towels available 	
Hand sanitiser stations (wall mounted where possible)	<ul style="list-style-type: none"> Highlight on school plan and display in corridors to raise awareness of locations. Informed all staff/ pupils and parents As a minimum located on main reception, access points into the school and classrooms with no running water 	
Hand washing	<ul style="list-style-type: none"> Hand washing posters placed around settings (PHW Guidance) 	
Toilets	<ul style="list-style-type: none"> Number of toilet blocks in use: 4 Maximum number of pupils entering toilet block is: 4 Usage will be monitored by: SLT 	
Hygiene within classrooms	<p>Ensure that staff are aware of hygiene requirements:</p> <ul style="list-style-type: none"> Ensure staff/pupils have washed hands before entering classroom Clean and wipe down high use surfaces every 2 hours 	
Lunchtime arrangements	<ul style="list-style-type: none"> Ensure each parent is aware of need to bring packed lunch and water bottle Lunch time arrangements will be as follows: Years 7, 8, 11 & 12 11.45-12.45 Years 9, 9 & 13 12.45-1.45 After school arrangements (only offer if vital): 3-4pm Homework club (in bubbles) 	
Social distancing	<ul style="list-style-type: none"> Social distancing poster placed in school, main reception and on external perimeter fence lines leading to reception. Consideration also given to displaying information on assembly points Parents informed of social distancing arrangements (presentation/ information leaflet) Pupils remain in Year groups (social bubbles) 	
Evacuation of building	Fire Risk Assessment	
Transport Drop off and pick up points	<ul style="list-style-type: none"> Transport arrangements for dropping pupils at school/collecting: Park Road bus bays Received and understood the school transport risk assessment. Reviewed school traffic management plan 	
Testing of Staff for Covid-19	Ensure all staff are aware of testing - NHS guidance	
Arrangements for school assemblies	Arrangements for Assemblies will be: Not currently running or online via Teams	
Arrangement for PE lessons	<p>PE lessons will be held: Yes</p> <p>Pupils will attend school in PE kit</p>	
First Aid	<p>Staff who have the necessary First Aid qualification:</p> <p>See First Aid posters around school</p>	
Business Continuity Plan for COVI-19 in place and	Included within the operational plan, detailed measures to be implemented in the event of a localised or wider COVID-19 outbreak.	

agreed by all SLT/ SMT within the school.		
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Checklist

CHECKLIST FOR SCHOOLS: To be completed by the site manager/ caretaker	
Action required	✓
1. Pupil numbers/ classroom audit completed and returned	
2. Staff Audit completed and returned	
3. Each member of staff have received the protocol for Entry and Exiting School (appendix 13)	
4. General visual check of building completed (weekly checks)	
5. Testing of fire alarms completed (weekly checks)	
6. Testing of water outlets (Legionella) completed (weekly checks)	
7. Testing of emergency lights completed (monthly checks)	
8. Arrangements for staff and pupil entry exit	
9. Drop off and collection arrangements	
10. One way system arranged and clearly labelled with arrows and black and yellow tape or approved signage (Appendix 2)	
11. Isolation room(s) chosen	
12. Isolation room(s) stocked with required items (PPE, Water)	
13. School protocol for dealing with positive test for Covid-19	
14. Hand washing posters placed around school	
15. Toilet arrangements	
16. Classroom hygiene arrangements	
17. Support break and lunch time arrangements	
18. Social distancing arrangements – posters displayed and maintained (Appendix 1)	
19. Amended Fire Evacuation procedures	
20. Support transport arrangements/ school/ setting traffic management plan	
21. First aid boxes and emergency grab bag stocked and maintained	

APPENDIX 11 – Supporting Child Care Providers

These guidelines are intended to support both Head teacher and Childcare Managers of private providers in implementing precautionary measures to reduce the spread of COVID-19 disease within the setting. Providers should have in place reviewed risk assessment making specific reference to control measures to mitigate the risk of the transmission of COVID-19 so far as is reasonably practicable. These risk assessments should be in line with both Welsh Government and Public Health Wales Guidance.

Prior to the commencement of any hire agreement, the Head teacher must be assured that the childcare provider has provided all necessary documentation including:

- Risk Assessment – reflecting arrangements and controls for COVID-19
- Confirmed arrangements for opening and closing of the building
- Emergency Action Plan updated

School to provide:

Site specific Risk Assessment – COVID-19

Version Number	Date	Consulted	Agree actions	Further Action
Draft V1	27 th June 2020	Draft completed by N Overton - CHSEMWS	N/A	Circulate to KW for feedback.
V1	29 th June 2020	Kevin Webb - Landlord Services.	Include food standards arrangements and commercial waste statement	None - Agreed
V1	30 TH June 2020	Natalie Evans - Insurance Elizabeth Baczowski - PO H&S	Confirmed underwriters are happy with document and arrangements	Final Document approved

Start Up Check list for Private Child Care Providers

Area of consideration		Observations	Consideration/ comment	
Document check list	Hire Agreement	All settings must have a valid hire agreement that has been reviewed in line with COVID-19 and additional costs that may be incurred	<ul style="list-style-type: none"> ➤ Additional cleaning may be required at the end of the hire period and prior to schools return. ➤ Thorough cleaning of the facility should there be an outbreak of COVID -19 	
	Opening up and Closing	Schools should have a caretaker available to open up and close the facility where possible. Where this is not possible, agreement for PSM to undertake this process on behalf of the school. Contact details of PSM to be provided to the child care manager	<ul style="list-style-type: none"> ➤ Child care setting to be recharged for opening and up and closing where required. PSM Tel:.....	
	Building EAP for private Child Care Provider	EAP to be reviewed in preparation for the return of child care provisions on site. Agree assembly points with the Headteacher to ensure that social distancing can be maintained.		
	Risk Assessments	All activity should be risk assessed and due consideration given to any adaptations to usual practice. It is expected that would include, but not be limited, to the restriction of learning experiences involving materials which are not easily washable.	Received Yes/ No	Date:
		Any equipment used within the school must be agreed by the Headteacher and included on the child care cleaning check list.	Received Yes/ No	Date:
		Risk assessments must also include the use of any outdoor equipment and the need to reduce these due to COVID-19	Received Yes/ No	Date:
		Headteacher to be provided with a copy of the revised Risk Assessment from the Child Care Provider	Received Yes/ No	Date:
		It is advised that the child care manager is provided with the buildings Fire Risk Assessment and COVID 19 Risk Assessment and schools Operational Plan These documents provide pertinent information on risk management systems and arrangements.	Date provided:	

Area of consideration		Observations	Consideration/ comment
Emergency Arrangements	Fire Alarm Activation	In line with the agreed EAP arrangements, on activation of the fire alarms, the child care manager must evacuate the building by the nearest exit and contact key staff members after emergency services.	Caretaker: PSM:..... Headteacher:.....
	First Aid/ PPE	The Child Care setting must be supported with their own first aid provisions including suitably trained staff. The Child Care setting must provide their own PPE/C for the use within the setting including first aid and personal care.	
	Responding to a suspected case of COVID -19	<ul style="list-style-type: none"> ➤ The child care provider must ensure that the risk assessment has robust arrangements in place should a child or staff member become symptomatic. ➤ Child care manager to notify the Headteacher should an outbreak of COVID-19 be confirmed within the setting. This will allow arrangements to be made for cleaning services to attend the site and thoroughly clean the facilities. ➤ All waste materials that may be contaminated must be stored for 72 hours prior to collection. Child care managers must ensure that this is undertaken and stored within the agreed storage facility. 	
Premises	Building	Where premises have been temporarily closed during the lockdown period, all appropriate Health & Safety checks will be completed by the school prior to occupancy.	
	Building Usage	Keep windows open where possible to ensure ventilation	
		Child care providers will only be permitted to use the agreed area/ facilities as highlighted within the hire agreement. All areas used must be cleaned and disinfected in line with the schools COVID-19/M20 risk	

		assessment. This must be supported with a cleaning check list.	
Area of consideration		Observations	Consideration/ comment
Premises Cont:	Social distancing	All schools in Swansea have adopted a standardised approach with signage on school grounds. Child Care Managers and Staff to be made aware of social distancing signage and markers on site and advised to comply with the schools arrangements. No additional signage or markings will be required unless agreed in advance by the Headteacher.	
	Staff training	All staff members must receive appropriate instruction and training in infection control and the standard operating procedure and risk assessments within which they will be operating and should be made aware of the Infection Prevention and Control for Childcare Settings Guidance	
	Visitors	Visitors must be kept to a minimum and all recorded within the child care setting visitors book. Attendance to the setting should be restricted to children and staff as far as practically possible.	
	Cleaning	An enhanced cleaning schedule must be implemented that includes furniture, surfaces and children's toys and equipment. Communal area, touch points and hand washing facilities must be cleaned and sanitised regularly in line with the schools COVID-19 M20 Risk Assessment and Operational Plan.	
	Waste	All waste must be disposed of in a hygienic and safe manner in line with the schools arrangements. Due to additional commercial waste, all collection of waste must be confirmed with the waste collection team prior to the commencement of the hire agreement. Any contaminated waste must be stored for 72 hours prior to collection by the refuse team. Tissues must be immediately disposed of within the schools tissue stations. There are a number of posters displaying Catch it, Bin it , Kill it 'messages and all children must be closely monitored.	

Area of consideration		Observations	Consideration/ comment
	Food Preparation	<p>Child care managers are reminded that there will be no access to the kitchen facilities to support any food preparation or storage of food/ perishable food.</p> <p>It is advised that the Child care manager and Headteacher would need to agree what provisions may be available within the setting.</p> <p>Any food preparation and storage of consumables must be in line with current food standards.</p>	Agreed arrangements/ provisions available:

APPENDIX 12 - STAFF PROTOCOL FOR ENTRY AND EXITING SCHOOLS DURING THE COVID-19 PANDEMIC

All staff members must follow this guidance

Preparing to go to work:

- Ensure that you have your own mug/cup
- Ensure that you have a packed lunch/snacks (don't share)
- Remove all jewellery including necklaces and rings and no nail varnish or false nails
- Roll up sleeves
- Remove and place work clothes straight into washing machine after working day. Consider wearing a new set of clothes each day, select clothes that can be washed at minimum of 60°C in washing machine and then tumble dried if possible. Wash clothing separate to rest of family clothes.

Entry to work:

- All staff to access via Main entrance
- Ensure that you adhere to social distancing in keeping 2 metres apart from all staff
- Minimal personal items to be brought into building. Wipe mobile phone clean with disinfectant wipe provided and any other items that are carried e.g. pens/ reading glasses/ lunch box
- Wash hands thoroughly for 20 seconds or more with water and plenty of soap. Dry thoroughly with paper handtowels and dispose of in the bin provided. Apply hand cream periodically – if required.
- PPE to be worn in line with risk assessment outcome. Any additional PPE must be discussed with the Headteacher/ manager.
- Ensure all working areas are maintained to a high standard. This includes staff room, classroom and storage areas. Where outdoor play areas are assigned to the classroom, these must be maintained.
- Ensure that all health and safety information is displayed within the classroom (where required)
- Report any new onset illness with pupil/child and if required, take pupil/ child to designated isolation room.
- Wash hands before and after eating
- Where possible, encourage social distancing at the start and end of school day.
- Clean and wipe down high use surfaces in line with the risk assessment outcome.
- Any request from parents/ responsible adult to speak with a member of staff must be done through appointment only and over the phone.

Exit from work or leaving for a break:

- Wipe all personal items clean with disinfectant wipe e.g. mobile phone/ pen/ reading glasses/ lunch box
- Wash hands thoroughly for 20 seconds or more with water and plenty of soap. Dry thoroughly with paper handtowels and dispose of in the bin provided.
- Leave for home.
- Ensure that you wash your clothes once you arrive home (consider wearing new set of clothes each day -straight in the washing machine)



Appendix 13 – Welsh Government - Checklist

Actions at school/setting/college level

Actions should be implemented by schools and settings on the basis of feasibility and should be adapted to the specific contexts of the individual school/setting. The following actions can be led or overseen by the governing body or a small team representative of the local context, e.g. comprised of teaching staff, school administrators and parents/carers of learners, working under the governing body and head teacher's authority.

Phase	Actions	[Tick]
Reopening	<p>1. Assess the protective measures already in place and consider how they could be strengthened. Action could include, for instance:</p> <ul style="list-style-type: none"> • assessing the need for enhanced cleaning, including cleaning frequently touched surfaces more often, using standard products such as detergents and disinfectants • assessing the layout of the school and capacity to maintain distance from learners and staff in and outside of the classroom • assessing the existing measures in place supporting robust hand and respiratory hygiene, including ventilation. • designating first aiders and ensuring they are accessible. <p>For detailed recommendations please refer to the full Welsh Government Operational guidance for schools and settings to support limited attendance at alert level 4.</p>	[]
	<p>2. Schools and settings should keep a record of attendance and families should notify their school if their child is unable to attend and explain the reason for this to enable the school to record attendance correctly.</p> <p>Further guidance on attendance can be found in the attendance section of the full Welsh Government Operational guidance for schools and settings to support limited attendance at alert level 4.</p>	[]
	<p>3. Consider the Welsh Government Guidance on learning in schools and settings: coronavirus to set out expectations and priorities for learning in schools and settings during this time.</p>	[]

Reopening	<p>4. Formal consideration is given to how to reduce contacts and maximise social and physical distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.</p> <p>It is important to remember that social/physical distancing, hand hygiene and respiratory hygiene remain strongly evidenced to be the most effective ways to prevent the spread of coronavirus. Staff should positively reinforce behaviours around social/physical distancing and hygiene as opposed to stigmatising mistakes.</p> <p>Appropriate use of face coverings in line with the operational guidance for schools should be adhered to. While face coverings have a role to play in the range of measures available, it is important to note that face coverings are not a replacement for far more effective measures such as social distancing and hand hygiene.</p> <p>For detailed recommendations please refer to the full Welsh Government Operational guidance for schools and settings to support limited attendance at alert level 4.</p>	[]
	<p>5. Schools, supported by their LAs, must ensure that learners clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms, before and after eating, and after using the toilet.</p> <p>Points to consider and implement include:</p> <ul style="list-style-type: none"> • whether the school/setting has enough hand washing or hand sanitiser ‘stations’ available so that all learners and staff can clean their hands regularly • supervision of the use of hand sanitiser given the risks around ingestion. Young learners and those with complex needs should continue to be helped to clean their hands properly • building these routines into the school’s culture, supported by behaviour expectations, and helping ensure younger learners and those with complex needs understand the need to follow them • providing automated soap dispensers where possible and ensuring hands are thoroughly dried, preferably using paper towels. Hand dryers should be avoided where possible. Paper towels should be disposed of in a lidded bin and not allowed to overflow. Bins should be emptied daily • ensuring there are adequate and sufficient supplies of equipment such as soap, hand sanitiser and face coverings/PPE (where required). 	[]

For detailed recommendations please refer to the full Welsh Government [Operational guidance for schools and settings to support limited attendance at alert level 4](#).

6. Schools and settings should ensure adequate levels of ventilation.

Schools and settings can consult the [HSE guidance on ventilation systems](#) and the full Welsh Government [Operational guidance for schools and settings to support limited attendance at alert level 4](#) for further detailed recommendations.

7. Schools and settings should work with staff, parents/carers and learners to ensure clarity on, and acceptance of, what the revised arrangements and protective measures are and how they will work in practice.

For example, concerning the dropping off and picking up of children, consideration should be given about how best to communicate information about revised arrangements in the clearest and most appropriate way.

8. The physical layout of the school/setting should be organised in such a way as to enable physical distancing and hygiene measures based on the guidance as far as possible.

For example:

- arranging classrooms with forward-facing desks, recognising this may not be possible or appropriate in all schools and settings
- avoiding contact between separate groups as much as possible, including during break times
- designating areas of the building for exclusive use of contact groups e.g. teaching rooms, toilets, outdoor areas for break, entrances to buildings
- continuing increased cleaning arrangements.

All buildings-related risk assessments should be prepared in consultation with the local trade unions. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools and settings, based on their particular circumstances.

9. Establish a plan for checks to ensure compliance with all measures.

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10. Ensure staff, learners and parents/carers fully understand that any staff member or learner who has possible symptoms of COVID-19 must not attend the school setting but must remain home and [self-isolate](#), [arrange a COVID-19 test](#) and notify the school of this.

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Supporting the [Health Protection Regulations](#), employers should allow or enable a person to self-isolate if they have COVID-19 symptoms, have tested positive for COVID-19, live with a household member who has symptoms or who has tested positive for COVID-19, or if they have been notified by TTP that they are a close contact of someone who has tested positive for COVID-19.

Staff and learners should also fully understand the process that should be followed if anyone develops COVID-19 symptoms while at school. The guidance provides a set of principles to help schools and settings to do this, and in turn minimise risks.

The main [symptoms](#) of coronavirus are:

- a high temperature: this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough: this means coughing a lot for more than an hour or three or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste: this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal.

For detailed recommendations please refer to the full Welsh Government [Operational guidance for schools and settings to support limited attendance at alert level 4](#).

11. A policy of 'staying at home if unwell' is enforced for learners, teachers and school staff with symptoms of COVID- 19, and school sick leave policies are revised accordingly.

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Appendix 14 - schools and settings action card

Action card guidance

- This action card should be used in conjunction with current Welsh Government guidelines.
- Its purpose is to highlight those actions that are key to controlling COVID-19 infection in schools and settings.

How do I keep COVID-19 out of our school?

In line with the 'Keep Childcare Safe – Protective Measures in Childcare Settings', the key actions for you to take to be as COVID secure as possible are outlined below:

1. Under no circumstances should learners or staff attend schools or settings if they:
 - feel unwell with or, have any of the identified COVID-19 symptoms: they and their household should self isolate immediately and get a COVID-19 test;
 - have tested positive for COVID-19 and been told to isolate;
 - live in a household with someone who has symptoms of, or has tested positive for COVID-19: the whole household must self isolate.
2. Where a staff member or learner becomes unwell at the school/setting with possible symptoms of COVID-19:
 - they should be sent home immediately to self-isolate and arrange a COVID-19 test;
 - until they leave the school/setting (in the case of a learner, when they are collected by a parent/carer) their contact with all other individuals at the school/setting should be minimised;
 - if possible, ensure they remain in a separate room until they are able to leave the school/setting;
 - if the test is positive, the class bubble will be asked to self isolate for 10 days.
3. Test at home kits are available to all schools/settings in order for staff to take twice weekly tests. Testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to further reduce the risk of asymptomatic transmission within the workplace.
4. Minimise contact between all individuals wherever possible; this applies to both staff and learners. For all learners the emphasis will be on forming groups and ensuring separation of those groups, with staggered class, meal and play times to avoid mixing of groups. For older learners it will also be on maintaining social/physical distancing where possible, reducing total number of daily contacts by at least half, and wearing face coverings where possible during face to face conversations.

What action should I take when a learner or staff member tests positive for COVID-19?

1. In the event of a positive test, a contact tracer will contact the person tested to help identify potential contacts.
2. A second contact tracer will then get in touch with those contacts and notify them to self-isolate from their last contact with the person who tested positive. These people will only be required to take a test if they develop symptoms.
3. Schools should ensure that they have processes in place, supported by seating plans where appropriate, to enable contacts to be quickly and easily identified and shared with the contact tracer. The timeliness of your school's response can be critical in reducing the impact of the infection on your school.

Setting context

- Includes primary, secondary schools as well as special schools and PRUs.
- Undertaking a Coronavirus risk assessment is a pre-requisite to this guidance and the workforce/unions should be consulted. The assessment should be regularly reviewed in particular when the Alert Level is changed in the area where the school is located.
- The 'hierarchy of controls' principles should always be adopted in managing COVID-19 in your school.
- Full guidance on changes to teaching and learning in schools and settings can be found at www.gov.wales/schools-coronavirus-guidance.

5. Staff should avoid interchanging between different or a number of groups unless absolutely necessary, and subject to a risk assessment
6. Staff should maintain social distance from learners and other staff as much as possible across the school site. This includes communal areas, staff rooms, during meetings and when using WC facilities.
7. Clean hands thoroughly more often than usual with soap and water for at least 20 seconds, and use a hand sanitiser, especially if soap and water are unavailable.
8. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
9. Ensure enhanced cleaning takes place, including cleaning frequently touched surfaces often, using standard products such as detergents and disinfectants.
10. Ensure appropriate ventilation and 'airing' of rooms using doors and windows as far as possible.
11. Remind parents/carers about drop-off and collection arrangements, that they should not gather at school gates, nor should people from different households mix (e.g. not share cars to travel to and from the school/setting, or mix for social activities).
12. Where necessary, in specific circumstances, wear appropriate personal protective equipment (PPE). This includes when dealing with suspected cases of COVID-19, and when providing personal care to a child or young person. Further details can be found at: www.gov.wales/operational-guidance-schools-and-settings-support-limited-attendance-html

How can I minimize the spread of infection in my school?

Should you have 2 or more cases from your school/setting (including staff, children and visitors) testing positive for COVID-19 in a 14 day period you will need to consider if there are inherent risks within the setting:

1. Review your Coronavirus risk assessment including what measures you have in place in the school/setting, numbers of children attending, consistency of staff working with groups of learners, and infection and control measures.
2. Staff and union engagement and engagement with parents and communicating the revised plan are a critical part of this and provide the opportunity to reinforce good practice and ensure that signs and symptoms of COVID-19 are understood and acted on appropriately i.e. self-isolating and testing.
3. Any cluster in the school/setting will prompt action from the local authority. They will be able to support and advise you on further actions required to mitigate ongoing risks. One of the actions they may wish you to take is to support whole testing of staff to identify asymptomatic individuals.

Appendix 15 – Workforce risk assessment flow chart

Final Draft v2

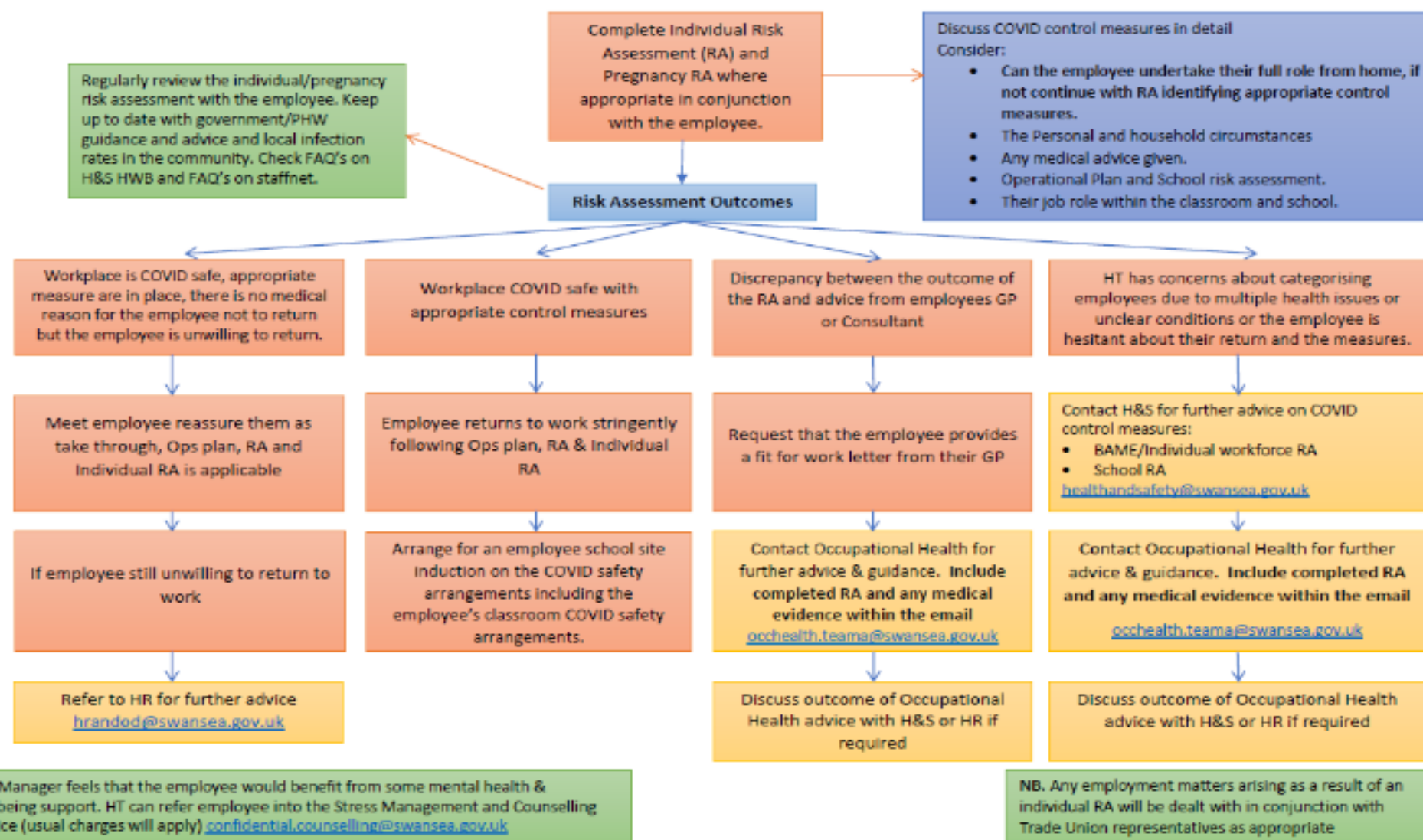
Workforce Risk Assessment – guidance flow chart for schools

From 22 December 2020, the advice to those who are clinically extremely vulnerable (CEV), has been that they should no longer attend work or school outside the home and should remain at home as much as possible. Case prevalence is now significantly below what it was in December and on a trend downwards across Wales. In light of the change of context, the Chief Medical Officer has recommended that the advice to the clinically extremely vulnerable to follow shielding measures should be paused after the 31st March. Therefore those who were previously shielding can now return to work from 1st April 2021, if you cannot work from home, as long as the business is Covid-secure (has taken reasonable measures to minimise risk to employees). Using the workforce risk assessment tool, an individual risk assessment should be completed for staff who are identified as being CEV and were previously shielding.

Clinically extremely vulnerable (CEV)	Clinically vulnerable (CV)
<ul style="list-style-type: none"> • have had an organ transplant • are having chemotherapy or antibody treatment for cancer, including immunotherapy • are having an intense course of radiotherapy (radical radiotherapy) for lung cancer • are having targeted cancer treatments that can affect the immune system (such as protein kinase inhibitors or PARP inhibitors) • have blood or bone marrow cancer (such as leukemia, lymphoma or myeloma) • have had a bone marrow or stem cell transplant in the past 6 months, or are still taking immunosuppressant medicine • have been told by a doctor they have a severe lung condition (such as cystic fibrosis, severe asthma or severe COPD) • have a condition that means they have a very high risk of getting infections (such as SCID or sickle cell) • problems with your spleen (Splenectomy) • are on dialysis or chronic kidney disease (stage 5) • adults with Down's syndrome • are taking medicine that makes them much more likely to get infections (such as high doses of steroids or immunosuppressant medicine) • have a serious heart condition and are pregnant 	<ul style="list-style-type: none"> • are 70 or older • have a lung condition that's not severe (such as asthma, COPD, emphysema or bronchitis) • have heart disease (such as heart failure) • have diabetes • have chronic kidney disease • have liver disease (such as hepatitis) • have a condition affecting the brain or nerves (such as Parkinson's disease, motor neurone disease, multiple sclerosis or cerebral palsy) • have a condition that means they have a high risk of getting infections • are taking medicine that can affect the immune system (such as low doses of steroids) • are very obese (a BMI of 40 or above) • are pregnant
<p>Note: CEV people would have been included in the Welsh Governments 'Shielding Patient list'. They would have received a letter from the Chief Medical Officer (CMO) telling them to shield.</p>	

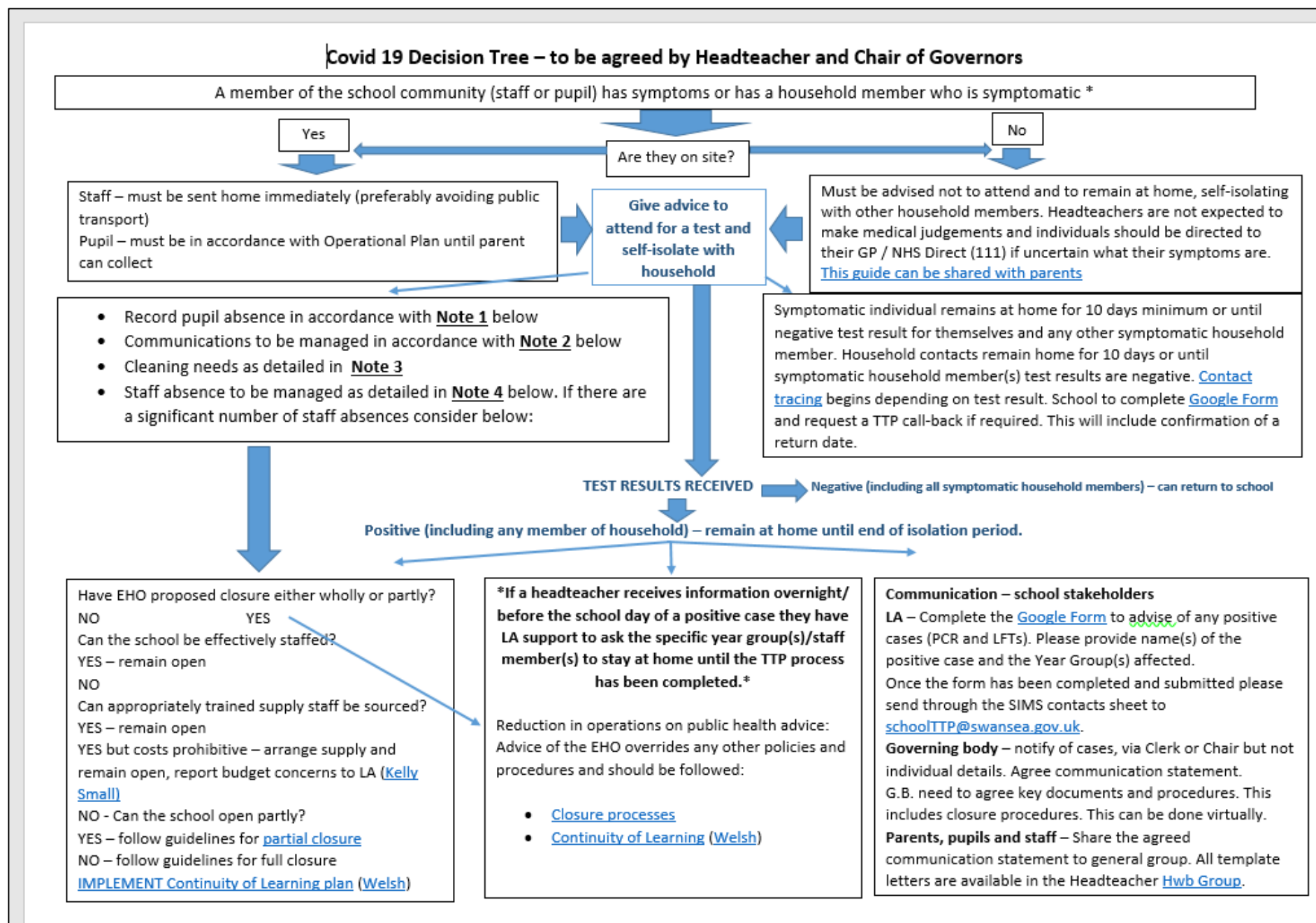
Final Draft

Those employees who are Clinically Extremely Vulnerable (CEV) will automatically score a 7 in the workforce risk assessment tool.



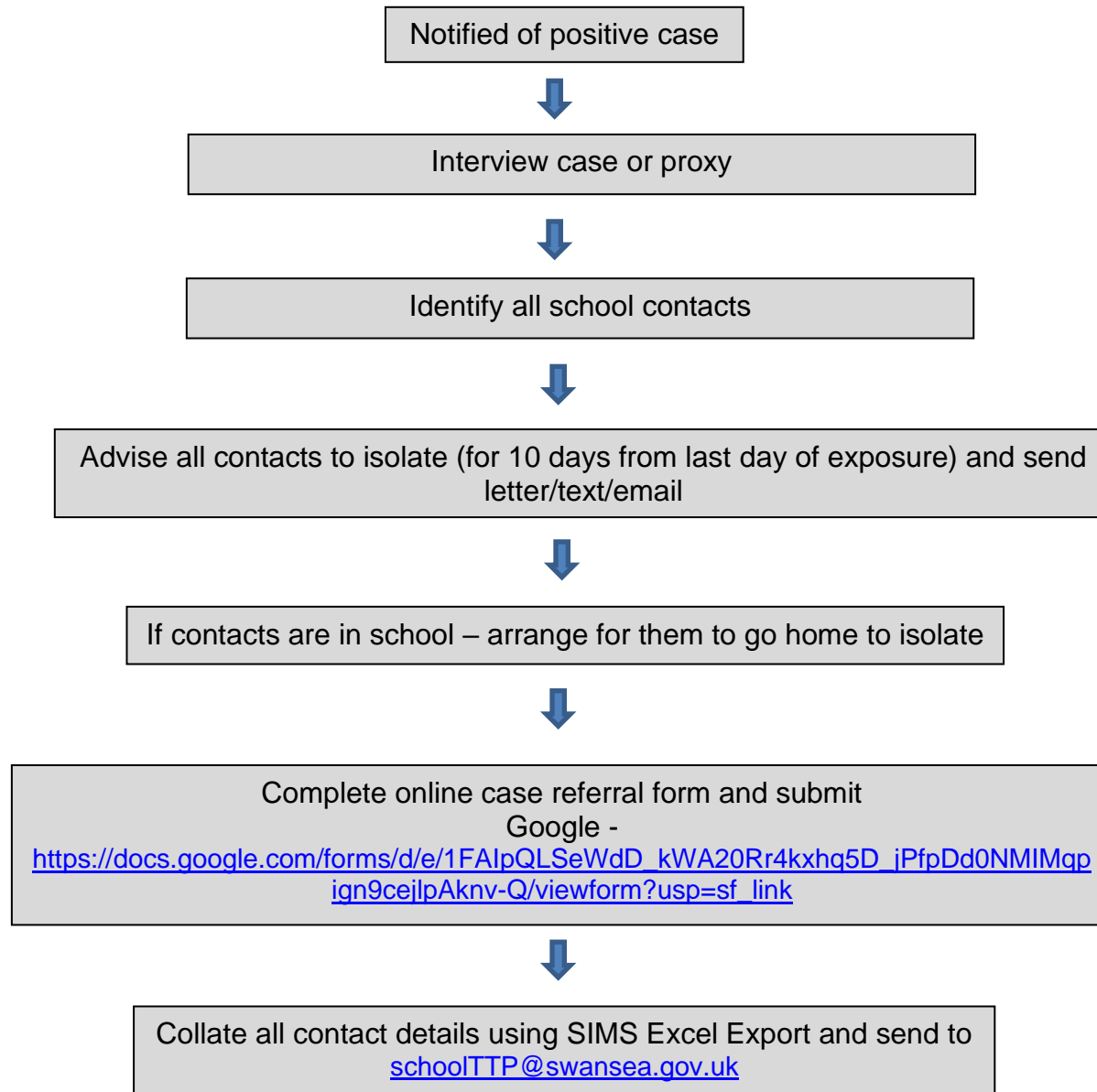
Appendix 16 – Decision Tree

(Full document with key LA contacts is available on HWB)



Appendix 17 – TTP flow chart and process map

School TTP Flow Chart – action for schools



STAGES OF TTP IN SCHOOL

Contact tracing is an effective way of controlling the spread of infectious diseases. The aim is to protect health and control the spread of coronavirus.

1. Notified of positive case

Notice of a case usually comes via the case, the case's proxy, Swansea TTP, the Education Department. LFTs will also produce cases.

2. Interview case or proxy as soon as possible.

Ask the following questions:

When did symptoms start and what symptoms were they? (Currently only consider anosmia, fever or cough when considering onset of symptom date).

Date of test? This is the date the test was taken and not when the case received the results.

Last day in school (was case in school for the 2 days prior to onset of symptoms or positive test result if asymptomatic)?

Any additional school contacts (other than those in their school bubble e.g. transport or breakfast club)?

People are at their most infectious 2 days before the onset of symptoms

3. Identify all school contacts

Contacts are at increased risk of catching the disease and passing it on to others. Contacts need to isolate to contain the virus to prevent its spread.

A contact is defined as someone who has had close contact during the case's infectious period (2 days before onset of symptoms or 2 days before positive test if asymptomatic), specifically:

- within one metre of the person who has tested positive and has been coughed on, had a face-to-face conversation, had skin-to-skin physical contact, or been in other forms of contact within one metre for one minute or longer
- within two metres of the person testing positive for more than 15 minutes
- having travelled in a vehicle with the person who has tested positive

Include all staff and pupils in the case's 'bubble' and any contacts from transport, breakfast clubs etc.

You should also include other staff or pupils that may be contacts of the case outside of school e.g. in another childcare setting.

It is the responsibility of the school to identify contacts when advised of a positive case.

Siblings or other family members of contacts (contacts of contacts) are not required to isolate.

Sometimes there will be no contacts, particularly if the case has not been in school during their infectious period.

EXAMPLE: Child A was last in school on Friday 19th February. They developed a cough on Monday 22nd February and went for a test later that afternoon which came back as positive. As Child A was not in school 2 days prior to the onset of key symptoms (Saturday and Sunday), there will be no school contacts that need to isolate.

4. Advise all contacts to isolate (for 10 days from last day of exposure)

Work out 10 days from last date of exposure.

EXAMPLE: Teacher A was last in school on Monday 22nd February. They developed a cough on Monday night and went for a test on Tuesday morning. On Wednesday the test result came back as positive.

All contacts of Teacher A will need to isolate for 10 days from their last day of exposure. The last day of isolation in this case will be Thursday 4th March (10 days from 22nd February) and contacts will be able to return to school and other normal activities on Friday 5th March.

Send written isolation instructions to all contacts. Please refer to standard letter template provided.

Send out 'non-contact' letters if appropriate.

5. If contacts are in school – arrange for them to go home to isolate

Some school staff may have downloaded the COVID 19 App. If anyone is directed to isolate by the App this must be adhered to. There is no way to override this instruction.

To avoid the App 'pinging' unnecessarily, ensure that mobile phones are not kept in communal areas, e.g. in staff rooms or locker areas. The App can also be 'paused' when required or the phone's Bluetooth disabled temporarily.

6. Complete online referral form and submit

Google

https://docs.google.com/forms/d/e/1FAIpQLSeWdD_kWA20Rr4kxhq5D_iPfpDd0NMI_Mqpign9cejlpAknv-Q/viewform?usp=sf_link

You will have the option to request a call from the Regional TTP team if you require any further advice. You can also email SchoolTTP@swansea.gov.uk for additional support.

7. Collate all contact details using SIMS Excel Export and send to schoolsTTP@swansea.gov.uk

Monitor attendance and sickness. This will help to identify possible routes of infection.

