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**GUIDANCE**

**Returning to Education September 2020**

**Operational Plan**

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| **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** |  |
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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 return in September 2020 risk management process. This operational plan must be read in conjunction with the *Welsh Government Operational Guidance for schools and settings from the autumn term*. 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 headteachers and managers are reminded that additional controls will be required to ensure that this document meets specific operational needs of the school setting and should be read in line with the schools COVID - 19 Sep20 risk assessment.

This operational plan and the COVID 19 Sep20 risk assessment 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 of 2m to be maintained between adults and pupils 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. Additional information is contained within 2.2

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. Further guidance is included within section 6.0

5) Detailed consideration given to minimise contact between individuals and maintain social distancing in line with the risk assessment outcome and WG/ PHW guidance.

6) In line with the risk assessment, PPE to be worn where appropriately.

**Response to any infection**

7) \* Where required, engage with the NHS Test and Trace process

8) \* Agreed communication and management of any confirmed cases of coronavirus (COVID-19) amongst the school community

9) \* Implement the agreed protocol for a COVID-19 outbreak within the school.

10) \* Follow any information provided by PHW in regard to local outbreaks and test, trace and protect measures.

# 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 19Sep20 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 in September 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
* New school arrangements including classroom procedures and movement around the school
* Staggered start and end of day timetables
* School and setting “operational plan”
* Any additional measures to support the authority in managing COVID -19

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.

Appendix 13 – Staff guidance on returning to school.

# Access to and from the school/ settings/ Face Coverings

**Face Covering:**

The current advice from the Chief Medical Officer for Wales is that face coverings are recommended for all members of the public over 11 years in indoor settings in which social distancing cannot be maintained, including schools and school transport.

It is essential that each school undertakes a risk assessment of all communal areas including corridors and stairwells, taking into consideration the design and width of the corridors to confirm if social distancing can be maintained.

In line with the school/ settings operational plan, social distancing is still required in the class room, so face to face teaching without coverings can continue. 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/ staff 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.

**Corridors 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. However, due to the design of corridor and shared spaces within our schools, 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 to reduce the risk of transmission.

**Classrooms** – In line with the guidance within the schools operational plan a range of control measures have been implemented that include:

* The redesigned layout of classrooms allowing front facing delivery and pupils positioned side by side,
* Regular hand washing and hand sanitisers located within the schools,
* Enhanced cleaning schedule to include all high contact areas,
* No shared materials,

In light of this, face coverings **will not** be required during classroom delivery. Where social distancing cannot be maintained due to pupils behaviours or specific health needs, this should be assessed on an individual case by case basis.

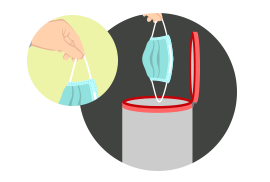
It is advised that all settings have a process for removing face coverings when pupils/ children and staff are use them, and then wish to dispose of the face coverings. A sensible approach would be to identify disposal stations clearly identified with appropriate pictorial signage and uniformed on each floor where possible. Alternatively, the pupil/ staff member can take their face coverings home with them. 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 sanatisers before heading to their classroom. Further guidance can be found on the following link:

<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>

**Recommended display posters:**



**Mask Disposal Staion**



The above guidance is subject to change following a detailed review of any further updates from Welsh Government and PHW

All parents/guardians will be expected to observe the 2 metre social distancing whilst queuing with their child/children on entry into the school building/flying start setting. All education settings to ensure that floor markings/ social distancing stickers are in good repair and clearly visible. Should additional markings be required, lines should be marked on the floor (paint or cones) at 2 metre 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.

All parents/children to queue in single file on entry into the school, maintaining safe distancing of at least 2 metre.

All parents must be reminded of the importance of:

* Monitoring pupils on arrival
* Maintaining social distancing
* Pupils to use hand sanitisers on arrival
* 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.

As communicated to parents/ carers/ responsible adult, no one will be permitted to congregate on the grounds of the premises and those who are dropping off pupils will be required to leave immediately after drop off.

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.
* Secondary schools 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.

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.

It is acknowledged that social distancing “should be maintained where possible” for both education delivery and Flying Start, and will be challenging to maintain. To support all headteachers and managers, parents/guardians are advised through daily/ weekly communications to notify the school/ setting and confirm that their children are not displaying any symptoms of Covid 19. These include:

* Continuous cough
* High temperature/ fever
* Loss of taste
* Loss of smell

Under no circumstances should learners or staff attend schools/settings if they:

* feel unwell with any of the identified COVID-19 symptoms. They should remain at home and self-isolate and arrange a COVID-19 test
* have tested positive for COVID-19
* live in a household with someone who has symptoms of, or has tested positive for COVID-19All schools and settings must follow this process and ensure all staff are aware of it.
* 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 14 days from when the first person in your home started having symptoms

All parents are advised of the essential information that needs to be provided to the school and setting that includes:

1. Are you, your child or anyone in your household a confirmed case of COVID-19/Coronavirus?
2. Do you, your child or anyone in your household have symptoms – a new continuous cough and / OR a high temperature/fever, loss of smell or taste;
3. Are you, your child or anyone in your household in self-isolation?

Appendix 1 Social Distancing information

Appendix 2 One Way Arrows

## 2.1 Visitors and 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.

All visitors and contractors will be signed in and must provide their contact details to support the Test, Trace Protect Strategy. These details should include the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Name | Contact number | Location in school |
|  |  |  |  |

See appendix 5

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.

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.

## 2.1.1 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

## 2.2 Personal Care and hand washing

As we are aware, one of the primary elements to prevent transmission of Covid – 19 is to maintain personal care and hand washing. 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.

On arrival to the school/ setting it is imperative that measures such as washing hands with water and soap for a minimum of 20 seconds is undertaken and becomes embedded into daily operations. Alternatively, hand sanitisers to be available on reception and located at key points within the building. It is advised that wall mounted hand sanitiser units are located at all pupil entry points and these are visually checked daily by the site manager/ caretaker or a member of teaching.

Due to increased number of pupils and staff attending the 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

When wall mounting hand sanitiser dispensers 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, smoking areas.
* 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.

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.
* Ensure that both staff, pupils and children wash their hands on arrival and before leaving.
* Promote hand washing and continue to observe these routines with pupils, children and all staff. It is essential that this is also undertaken before and after meals and after using the toilet facilities, change of activity and if pupils change locations within the school.
* 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 (See Appendix 3). 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 must take place.

**Matrix 1**

|  |  |
| --- | --- |
| **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 | |

## 2.2.1 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

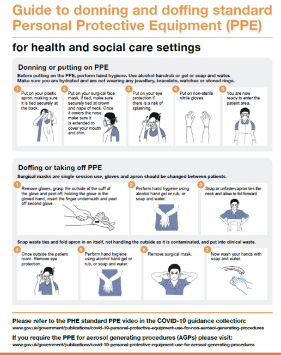
when undertaking aerosol generating procedures such as suction. Training must be provided to staff using FFP3 masks. Should individual schools require training, they are advised to email the health and safety mailbox for further information. [healthandsafety@swansea.gov.uk](mailto:healthandsafety@swansea.gov.uk)

**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.

# Social distancing within the school/ settings

As highlighted within the WG guidance, minimising contacts and mixing between people reduces transmission of COVID-19. This process has been simplified within highlighted matrix and every effort must be made to maintain this where possible and to minimise contacts and mixing while delivering a broad and balanced curriculum. It is acknowledged, however, that this may be challenging and if required, additional risk assessments will be completed on a case by case basis.

|  |  |  |
| --- | --- | --- |
| Location | Meters Squared per pupil/ child | Rational |
| Secondary and Primary School inc nursery/ reception | 0.0 | As highlighted within the WG guidance, social distancing is not required for primary and secondary schools, however, classroom set up is critical and must be observed – see 23.0 for additional guidance. |
| Flying Start | 0.0 | In line with CIW requirements. It is advised that numbers are reduced to allow a phased in approach to the setting. |
| Special Schools | 2.0m per pupil | To allow social distancing to be maintained. Where this may not be appropriate due to the nature of support required, staff must ensure that appropriate PPE/C is worn in line with their HCP and pupil RA |
| STF/ PRU facilities | 0.0 | To be assessed on an individual basis where required. (1m social distancing - due to behaviors, lack of understanding or ability to maintain social distancing). |
| **Social distancing between groups:** | | |
| **Pupil/ Child – Child/ Pupil:**  Social distancing no longer applies to pupils/ children under 11 years of age and under ( pupil – adult) .  Pupils 11 years of age and above should maintain a level of social distancing where possible | | Adult – Adult  All must maintain a social distancing of 2m at all times.  Where support may be provided to a pupil/ child, this can be reduced to 1m however for a short period of time. |

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. Table number to be displayed on the desks.

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.

## 3.1 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.

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.

All teachers and staff can operate across different classes and year groups in order

to facilitate the delivery of the school timetable. This will be particularly important for

secondary schools. Where staff need to move between classes and year groups,

where possible, maintain social distancing, and 2 metres from other adults.

# Classroom/ learning facility

As far as is reasonably practicable, social distancing should be maintained where possible throughout the school and setting operations. It is advised that all teaching staff are provided every opportunity to set up their classrooms and ensure that seating arrangements are in line with the Welsh Government Guidance and include the following:

1. Where possible, the teaching space at the front of the classroom should be 2m and this should be maintained at all times.
2. All pupils learning areas should be front facing and side by side within the classroom and pupils not to face each other.
3. Minor adaptations to the classroom may be required to support distancing where possible.
4. Moving unnecessary furniture out of classrooms may be required to make more space within the classrooms.
5. All staff must ensure that a clear desk policy is maintained at all times and housekeeping is maintained to exceptional standards.

Storage areas to be clean and accessible. Only staff 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.

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).

Only have minimal furniture and other items in the environment that are easy to clean/ disinfect.

Where possible, clean and wipe down high contact points/ surfaces every 2 hours using the agreed disinfectant product “Selgiene” and disposable cloth. Antibacterial wipes to be used on ICT or electrical devices only

Flying Start/ nursery and reception should highlight play zones within their settings and to ensure that each child has an area of play that will maintain social distancing where ever possible.

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

All staff must 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 still 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.

# Circulation Around the School/corridor safety

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. (Appendix 2)

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.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important within the comprehensive schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

Within secondary schools, where possible, every effort must be made to minimise the mixing of contact/cluster groups around the school, but 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.
* 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.

# Cleaning activities / work cross infection

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. All schools/ settings and ECS have been provided with a cleaning checklist that may be adapted to meet each school/ setting requirements (See Appendix 4). To support all staff, it is advised that each classroom/ setting have suitable trigger sprays that include disinfectant diluted (in line with the manufactures guidance) and cloths to ensure that cleaning and disinfection can be completed through the day.

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 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 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.

## 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)
* Disposable Gloves
* Disposable apron
* Face shield/ 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 manufactures 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.

## 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 4). 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 flowing 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 or washing-up 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), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
* 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.

## 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 1 to highlight all appropriate equipment and toys and this is completed on a daily basis.

Limit the use play equipment / toys that require high levels of shared use (Lego, playdough, building blocks, sand and other sensory play activities) etc.

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 1.

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 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 antibacterial wipes, allowed to dry prior to loading within the charging stations.

All departments that deliver education where essential hand tools are used (design & technology, science, biology, art) all 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.

All schools are advised to amend the cleaning schedule 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.

## Mandatory Standards

In line with government guidelines, all potentially contaminated waste 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.

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

## 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 60⁰C), then tumbled-dried.

# Staff member or child becoming unwell during operational hours

## Staff

As part of the return induction, all staff to be 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 isolated and taken to the designated self-isolation area or asked to return home to self-isolate in accordance with Public Health Wales, and or NHS direct.

Where possible all windows to be opened to maximise natural ventilation and arrangements to be made for cleaning and disinfection to be undertaken.

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 14 days from when the first person in the home started having symptoms. See point 26.0

## Children/ Pupils

Any children/ pupils that displays symptoms of COVID – 19 must be taken to the agreed isolation room, with supervision, and maintain social distancing – 2 metres. Their parent / guardian must be contacted using the emergency contact numbers provided and arrangements must be made for their collection and taken home into isolation. 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 (highlighted above 1.2.1) 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.

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.

Surfaces that both staff and learners have come into contact with should be cleaned and disinfected.

# 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 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>

# Isolation rooms

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

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 the risk assessment 6.2 and (Appendix 7 & 8). It is essential that the Headteacher/ manager contacts cleaning services on:

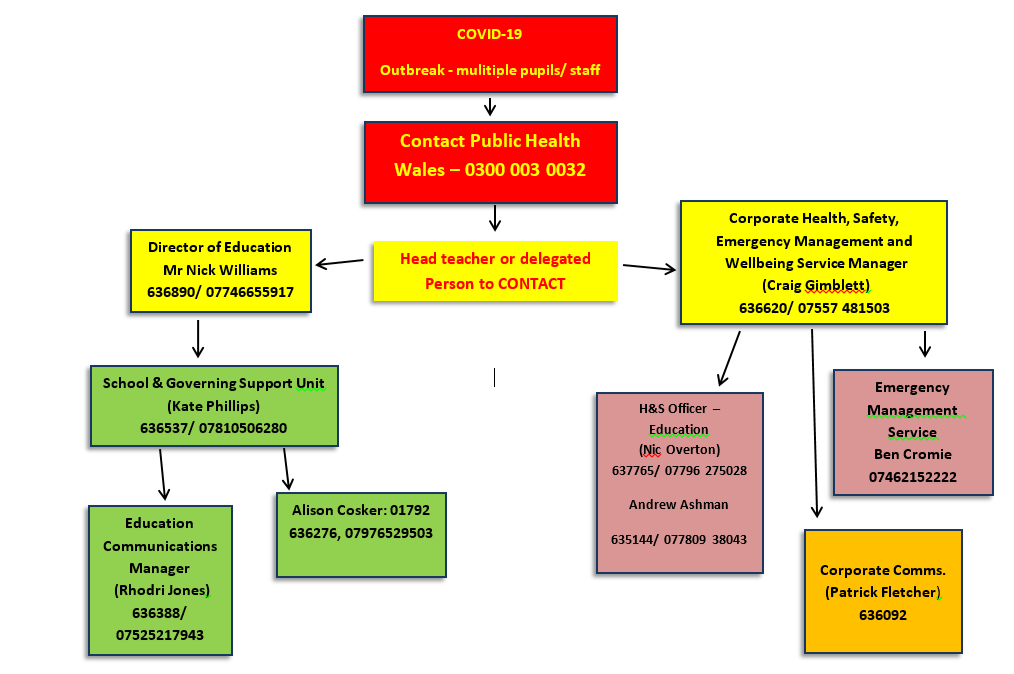
Alison Cosker: 01792 636276, 07976529503 [Alison.Cosker@swansea.gov.uk](mailto:Alison.Cosker@swansea.gov.uk)

Julie Archer: 01792 773473 [Julie.Archer@swansea.gov.uk](mailto: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).

# Positive tests for Covid-19 and Emergency Communication Protocol

In the event of a positive covid-19 case, it is advised that the Headteacher/ manager contacts a member of the senior leadership team within education and Corporate Health and Safety for further advice and guidance. Detailed information based on the specific case will be required to make an informed decision on actions to be taken. Any communication should be through the normal channels and agreed prior to publication. See communication cascade below:



Public Health Wales has recently published a Health Advice Note for Welsh Government on the investigation and management of clusters and incidents of COVID-19 in educational and childcare settings. It is advised that all Headteachers / managers are fully aware of the requirements of these and further information is located within Appendix 14. The advice notice outlines the national processes for investigation and management of any clusters and outbreaks of COVID-19 that occur in educational and childcare settings in Wales after 29 June 2020.

**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 14 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 14 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.
* Classroom capacity matrix highlighting social distancing requirements for each location within the school.
* Blended Learning Policy
* ICT schools policy
* Traffic management risk assessment
* Swansea Council, schools transport 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.

# Personal Protection Equipment (PPE)

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.

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](mailto: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
* 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)

## 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.

## 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.

## Eye/Face protection

Eye/face 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:

* Fluid repellent surgical mask should be used (visor if splashing into face likely).
* Full face shield/visor;
* Polycarbonate safety goggles or equivalent eye protection if there is no visor
  1. **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 headteacher/ manager and relevant stakeholders.

**MANAGEMENT OF BLOOD AND BODY FLUID SPILLAGES – PPE**

**Please note if you have any concerns please contact Corporate Health Safety and Wellbeing Services**

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 and plastic disposable apron |
| Likely contact (e.g. assisting toileting) | Disposable gloves and 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 and plastic disposable apron consider eye and facial protection i.e. goggles/face mask |
| Cleaning up blood and bodily fluid spillages | Disposable gloves and plastic disposable apron (and goggles / face mask if required) Spill kits available on site and used where necessary. |

# 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.

# General Building safety

Due to the summer holiday period and the closures of several settings, 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.

# Property/Legionella/Fire/ Emergency Lights Testing

Due to the closure of some buildings and settings, testing and inspections may not have been undertaken since the end of term. 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)
* 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](mailto: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 11 – Reopening plan/ check list

# 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 12

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?spage=1>

# Use of School Minibus

The use of school minibuses may be resume however 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 4)

# Toilets

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.
* Cleaning of high touch points to 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.
* 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. Schools must ensure that posters are displays within the area highlighting personal hygiene requirements.

In addition, and where possible, consider having a designated toilet for individuals that are accessing the isolation room. These will also require an additional clean and also areas touched e.g. flush, door/toilet handles, taps will need to be sanitised after each use.

# 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.

# 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.

# Lunchtime arrangements

It is noted that the first two weeks at the start of term, there will be no school meals prepared, and all pupils/ children and staff will be required to bring in their own snacks and lunch. The only exception to this will be special schools where dietary needs will be supported.

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 recourses 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. It is advised that hand sanitising units are located in close proximity to the biometric reader, this allowing pupils to sanitise prior to use.

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

Breakfast/ after school care should only be offered if it is deemed a vital service. This will be assessed on a case by case basis.

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

# 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.

For young children that have brought in their own feeding bottles, cleaning the surface of feeding bottles is required before use. Disposable gloves need to be worn to feed babies.

# 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.

You will be 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.

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.

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.

# Arrangements for 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.

# Arrangements for additional classes (PE, Music and Drama)

**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. Careful planning should be undertaken to maintain pupils/children within clusters/ bubbles and a managed approach. All equipment used must be thoroughly cleaned between each use by different individual groups, and contact sports avoided.

The majority of all 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 or off site) Headteachers, managers or heads of department must undertake a detailed assessment of risk and include educational visit arrangements.

All education settings will be able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Detailed risk assessments will be completed where required and ensure that social distancing and personal hygiene measures are maintained at all times. Agreements must be made prior to any activities being undertaken in regards to the use and cleaning of any equipment used as part of the planned sessions.

**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](https://hwbwave15-my.sharepoint.com/:w:/g/personal/mainwaringc16_hwbcymru_net/Ef20h8JDe11OlQ3Q65XrroEBxiQ7iYZWn37Orqa1ZZ1F4g?e=75vTx9)

**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.

**It must be noted that in line with large gatherings, the maximum number of persons in one area at a time is 30, and this will include a combination of pupils and staff.**

# 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.

# Covid Testing – Test, Trace, Protect Strategy

The Test, Trace, Protect strategy, which sets out the next phase of the Government approach to tackling coronavirus has now been published. 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. All Headteacher/ managers are advised to familiarise themselves with the following links highlighting the procedures for testing or contact 119

The process for accessing tests can be found here: <https://gov.wales/coronavirus-covid-19-testing-process-html#section-41323>

The current testing policy outlines that ‘one symptomatic household member of a critical worker can also be tested’.

The full policy can be found here: <https://gov.wales/coronavirus-covid-19-testing-process-html>

Further FAQs on testing can be found here: <https://gov.wales/coronavirus-covid-19-testing-your-questions#section-42188>

# Shielding Information - FAQ

All schools are advised to access the following link for all up to date information in relation to the staff coronavirus FAQ. This document will be reviewed on a regular basis as the situation and Government policy adapts and changes. They are aimed at all staff and managers covering both local policy changes and those agreed on an all Wales basis.

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

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

## Vulnerable or living with someone who is vulnerable or shielding

Any staff that are returning to school following a period of shielding, will be classified as vulnerable and will require a risk assessment to be undertaken or a review of their previous risk assessment prior and upon their return. Headteacher and mangers 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**](mailto:HRandOD@swansea.gov.uk)

**The individual employee risk assessment tool kit is available in appendix 7 of the COVID19-Sep20RAV1.3 Risk Assessment document**

# Ventilation

It is widely known that COVID19 is transmitted via 2 routes from an infected person - large droplets/particles emitted from a person sneezing, coughing or talking and via surface contact either hand to hand or hand to surface contact. A third transmission route that is gaining more attention from the scientific community is the faecal-oral route.

The guidance suggests measures to reduce the risk of transmission to “AS LOW AS REASONABLY ACHIEVEABLE” when used in conjunction with recommended hygiene measures set out by Public Health Wales in workplaces and schools etc. In addition to this, natural ventilation should be maintained at all times through free aid circulation by opening windows within the school/ setting.

* 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)
* Switch mechanical ventilation to nominal speed at least 2 hours before building usage and switch to lower speed 2 hours after usage ends
* 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.

# 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/ mangers 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>

# 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 council Use of Reasonable Force 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.

# Working with pupils with Social, Emotional, Mental and Health needs (SEMH) - Advice from the Educational Psychology Service 08.06.20

Some children and young people experiencing SEMH 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.

# Supporting the well-being of learners and staff

The learner and staff well-being is 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.

## ****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 behaviors 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.

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.

## Staff well-being

All Headteachers/ managers will consider the potential impacts on the health and well-being of staff and leaders, including work–life balance. Detailed planning will include appropriate breaks. 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.

# Educational Visits

It is advised that all education settings limit educational visits where possible. Every effort must be made to utilise all outdoor space within the grounds of the education setting. Low risk activities/ visits where pupils can walk safely to nearby areas (local park/ visits, woodland areas, fields, beaches) should be encouraged as this promotes wellbeing. In line with existing procedures, EV procedures must be followed and this includes a details risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, consideration must also be given to what control measures need be required when visiting indoor and outdoor venues. It is advised that further advice is sourced through the corporate health, safety and wellbeing team and the authorities EVC prior to finalising arrangements. EVOLVE should be used to risk assess every educational visit in line with council policy to ensure that the quality assurance and full approval process has been undertaken.

National guidance for the management of outdoor learning, off-site visits and learning outside the classroom is provided by the Outdoor Education Advisers’ Panel. Welsh Government supports this guidance produced by a partnership of experts to help ensure that educational visits and activities are safe.

# Alternative Provision, STF and PRU

Where risk assessments allow, all education provisions including alternative provision and the pupil referral units will return to school full-time from the start of the autumn term. To support this return, all control measures highlighted within the COVID-19SEP20 Risk Assessment and arrangements within the operational plan will be implemented and maintained. 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 and documents. Where required, additional measures may be required that are proportionate and support a balanced curriculum for pupils.

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.

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.

# Breakfast Club/ After school Clubs

Schools that have previously supported breakfast and after school clubs are now encouraged to phase in these provisions where possible. To allow a smooth transition back into schools operations, it is recommended that each school agrees a weekly capacity number, allowing numbers to increase each week. This offering stability and confidence with the additional schools provisions and to ensure that all reasonable measures are continually reviewed to minimise the risk of transmission. 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 7 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 14 days.

It is recommended that the following arrangements are considered:

* A reduced service needs to be considered, therefore a booking system to be applied and schools to agree a safe maximum capacity for the 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 maintained at all times.
* 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.
* 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.

# 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 form 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 din line with normal swimming pool operations.

## 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, it is advised that 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>

## Room Capacity of 30

Regulation 12 of the Coronavirus Act 2020 has been updated to release indoor exercise from the Act but only for groups of up to 30. The guidance associated with this announcement states:

*“Exercise with others in a gathering of no more than 30 people at a fitness studio, gym, swimming pool, other indoor leisure centre or facility or any other open premises”.* It is also important to note that the limit of 30 per room and is the absolute maximum to be allowed to exercise together in a well ventilated space, as long as the space is large enough to accommodate a maximum of 30 whilst adhering to the 2m social distance requirements where applicable.

## Third party lettings

Decisions around third party lettings ultimately rest with the governing bodies of individual schools. However, 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 legislation. (https://gov.wales/health-protection-coronavirus-restrictions-no-2-wales-regulations-2020-amended )\*Please note that these Regulations are updated at intervals of no more than every 21 days but have of late been updated every Friday. The link above will take you to the most recent amended version.\*

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 the guidance above 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 are able to 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 take into account any specific costs e.g. additional cleaning, related to the let. All letting agreements need to operate on the basis of full cost recovery.

A link to the template agreement is below:

LINK HERE

Officer contact details:

kevin.webb@swansea.gov.uk

nicole.overton@swansea.gov.uk

claire.abraham@swansea.gov.uk School Support Officer

gemma.wynne@swansea.gov.uk Governor Support Officer

**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 6- operational plan).
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? Can the area be safely returned for school usage after the let?
12. 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?
13. Do the activities being undertaken comply with the coronavirus restrictions? Particularly, but not exclusively, Section 12. (<https://gov.wales/health-protection-coronavirus-restrictions-no-2-wales-regulations-2020-amended> )\*Please note that these Regulations are updated at intervals of no more than every 21 days but have of late been updated every Friday. The link above will take you to the most recent amended version.\*
14. Have you completed the checklist highlighted within appendix 6 ?

## Medication (Epi pens 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
* 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.

**Eppi Pens**

The first aid at work qualification delivered by the Corporate Health, Safety and Wellbeing Services include a module on the administration of Eppi pens, therefore all first aiders on site will have the skills and competency to support the administration of Eppi pens 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 Eppi Pen and this must be encouraged at all times. The administration of the Eppi Pen can be completed through clothing, therefore there will be limited contact with skin.

The administration of the Eppi pen 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 if the following in not available:

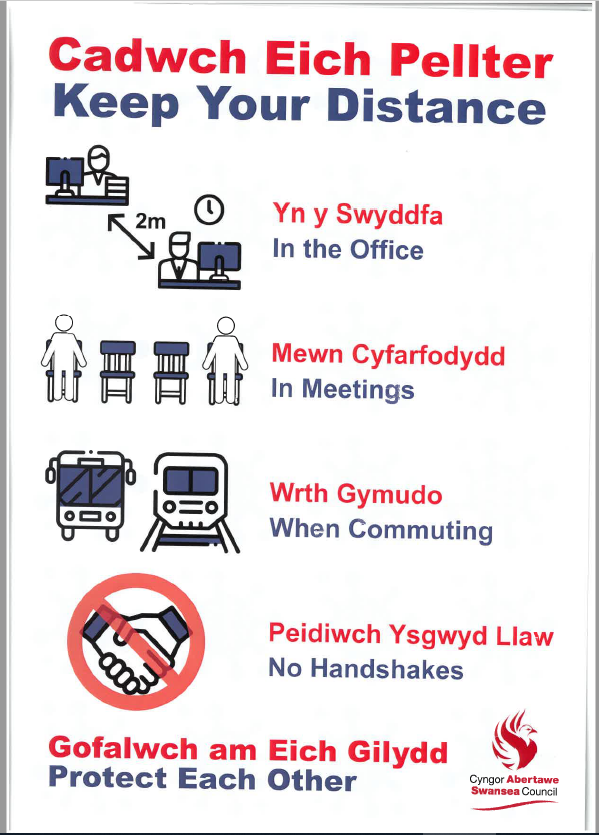
1. **Cash handling**

During general day to day activates within schools, cash handling is kept to a minimum, however 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 moth 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 disable gloves.
* Hand sanitiser to be in close proximity to the persons for use where required as an alternative to handwashing if necessary.

### APPENDIX 1 - SOCIAL DISTANCING POSTERS

As previousely circulated



### APPENDIX 2 – ONE WAY POSTERS













### APPENDIX 3 – CATCH IT AND BIN IT POSTER



### APPENDIX 4 - CLEANERS CHECKLIST

**City & County of Swansea Catering / Cleaning Facilities**

**Daily Cleaning - Colour Coded System**

|  |  |  |
| --- | --- | --- |
| **Equipment** | | |
| **Personal Protections Equipment (PPE) Gloves & Goggles** | **Chemicals** | http://tse1.mm.bing.net/th?&id=OIP.M829a8cb5e3df49164136c34dc63b2f44H0&w=254&h=300&c=0&pid=1.9&rs=0&p=0&r=0 |
| **Classrooms** | | |
| **Yellow Cloths, Gloves & Yellow Pail Bucket** | **Classroom Sinks Tables & All Surfaces**  **Spring Clean & Cif** | [http://tse1.mm.bing.net/th?&id=OIP.Mc190b7150564979df02c59ab2888d1a8o0&w=299&h=218&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=pictures+of+school+tables&view=detailv2&&id=82BAEEEAE48B0BC67EDFD0B540B0AB34AB6F62FD&selectedIndex=82&ccid=wZC3FQVk&simid=607992810055992647&thid=OIP.Mc190b7150564979df02c59ab2888d1a8o0)[http://tse1.mm.bing.net/th?&id=OIP.Mf5cada5d7bc75bd24ff8ad0ee79ac2e9H0&w=162&h=203&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=school+classroom+sinks&view=detailv2&&id=8FFA6F5E762D1EAC777EB307B0845F4213816DD1&selectedIndex=24&ccid=9craXXvH&simid=608015105229983287&thid=OIP.Mf5cada5d7bc75bd24ff8ad0ee79ac2e9H0) |
| **Red Bucket & Mop with Red Socket** | **Corridor / Classroom Floors**  **Apple Fresh Disinfectant** | [http://tse1.mm.bing.net/th?&id=OIP.Mf8dc56cb456bad380eec9d215e39d582H0&w=300&h=225&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=pictures+of+school+corridor&view=detailv2&&id=798819103AAA7919DE4928D1279E29424AAC904D&selectedIndex=3&ccid=%2bNxWy0Vr&simid=608016307815582112&thid=OIP.Mf8dc56cb456bad380eec9d215e39d582H0)[http://tse1.mm.bing.net/th?&id=OIP.Md54f0276a80a614bc0274a69125ee0f0o0&w=225&h=300&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=pictures+of+school+corridor&view=detailv2&&id=2FC6E0D83A8BB7C94724A596624A56CE22E99C11&selectedIndex=63&ccid=1U8CdqgK&simid=608021766732121358&thid=OIP.Md54f0276a80a614bc0274a69125ee0f0o0) |
| **Toilets** | | |
| **Blue Cloths, Gloves & Blue Pail Bucket** | **Loos; Pipework; Back Fascia/Surround**  **Selgiene** | [http://tse1.mm.bing.net/th?&id=OIP.Mdf0ddbabb4b20e5fe698fb64d1cb1868H0&w=299&h=224&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=pictures+of+toilets&view=detailv2&&id=56396B50A504DA5F25DC7AF1CFF8D031F0125DB2&selectedIndex=56&ccid=3w3bq7Sy&simid=608028462593605880&thid=OIP.Mdf0ddbabb4b20e5fe698fb64d1cb1868H0)[http://tse1.mm.bing.net/th?&id=OIP.M8665eb59f826f0aa21495a79ea563663o0&w=300&h=299&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=pictures+of+toilets&view=detailv2&&id=39F7DDD0EA79057E2F07D89489799B42E1748D8A&selectedIndex=41&ccid=hmXrWfgm&simid=608011536117203359&thid=OIP.M8665eb59f826f0aa21495a79ea563663o0) |
| **Blue Mop Bucket & Mop with Blue Socket** | **Toilet Floors**  **Apple Fresh Disinfectant** | [http://tse1.mm.bing.net/th?&id=OIP.M8d253cadc479a1191cbf781ee0a1c0d4o0&w=299&h=215&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=Pictures+of+school+toilet+floors&view=detailv2&&id=4E3DE02FEF15A658E5C73B5C0ED79631A640016D&selectedIndex=26&ccid=jSU8rcR5&simid=607999858097325421&thid=OIP.M8d253cadc479a1191cbf781ee0a1c0d4o0)[http://tse1.mm.bing.net/th?&id=OIP.Mb69d0c7f3f0549f114a5b8c2c7aaa849o0&w=300&h=200&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=Pictures+of+school+toilet+floors&view=detailv2&&id=74B8F94A4719B0B111F0850A687C91DB73397B73&selectedIndex=8&ccid=tp0Mfz8F&simid=608054253856426301&thid=OIP.Mb69d0c7f3f0549f114a5b8c2c7aaa849o0) |
| **Pink Cloths, Gloves & Red Pail Bucket** | **Toilets Sinks/Tiles**  **Toilet Roll Holder**  **Soap Dispenser**  **Door Handles**  **Selgiene** | [http://tse1.mm.bing.net/th?&id=OIP.Mb3ba9cdadff0840666a209ca75396cacH0&w=300&h=225&c=0&pid=1.9&rs=0&p=0&r=0](http://www.bing.com/images/search?q=school+bathroom+sinks&view=detailv2&&id=CBED419ECE617AF023ED027FD5026BB15E312205&selectedIndex=1&ccid=s7qc2t/w&simid=608044366846362717&thid=OIP.Mb3ba9cdadff0840666a209ca75396cacH0) |

**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 | * 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 | * 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 | * Damp wipe with a disposable detergent wipes between child use and thorough drying before returning to storage |
| Hard surface toys | * 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 | * 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 | * 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 |  | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
| **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.**  **Where outdoor play equipment is being used, this should be limited in numbers e.g. 2 trikes/ bikes to reduce cleaning requirement.** | | | | | | | | |
| **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 5 – Test Trace and Protect school activity register

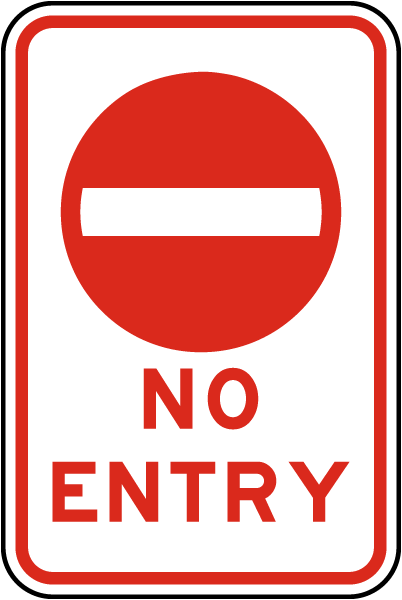
*To be used for breakfast, afterschool clubs or any additional activity held within the premises*

|  |  |  |  |
| --- | --- | --- | --- |
| Name of school | Activity | Start Time: | End time: |
|  |  |  |  |
| Date | Name | Contact number | Location in school |
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### APPENDIX 6 – 3rd Party Letting Check List

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3rd party letting check list – September 2020 | | | | | | | | | |
| Name of school: | Location: | | 3rd party activity: | | | Commencement date: | | | |
|  | | | | | | | | | |
| Document check list | | | | | Date completed/ received | | Comment: (include any additional control measures required or cleaning requirements) | | |
| Revised letting agreement including COVID 19 management controls | | | | |  | |  | | |
| 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 3rd party application: |
|  | |  | |  | | | |  |  |

### APPENDIX 7 – ISOLATION ROOM



**Isolation Room**

### APPENDIX 8 - DO NOT ENTER – CONTAMINATED AREA SIGN

**DO NOT ENTER**

CONTAMINATED AREA



ROOM TO REMAIN CLOSED UNTIL:

DATE: \_\_/\_\_/\_\_ TIME:\_\_:\_\_

(ALLOW 72 HOURS FROM TIME OF INCIDENT)

AWAITING SPECIALIST CLEANING

### APPENDIX 9 - PUTTING ON AND TAKING OFF PPE

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### APPENDIX 10 – BIOHAZARD SPILLAGE KIT INSTRUCTIONS

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

1. **Isolate:** Remove the pupil/ chils and staff from the area, make the area safe and collect the appropriate spill kit.
2. **Prepare:** Apply appropriate PPE/C (gloves, appron, eye protection, face mask/ seild
3. **Treat:** Apply the spill kit in line with manufactures instriuction
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, appron 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 furningshins, every efforst 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**

**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 60⁰C), then tumbled-dried.

**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.

**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 11 - September Reopening Plan

**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 | In line with Welsh Government guidance, social distancing should be applied where ever possible within the school. All staff must ensure that 2 meters social distancing is maintained between adults. Should this not be possible, this can be reduced to 1meter for a short period of time.  Nursery/ Reception/ Flying start: 2.8M, (CIW requirements)  STF/PRU facilities: 2.5M  Special school: 2.5M per pupil (based on risk assessment), this allowing additional space for equipment and 2 persons per pupil. | |  |
| 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 | * 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 | * Staff and pupils will enter through XXX and exit through XXX * Parents will drop off and collect children from XXX * Only one parent will be able to drop off/collect each | |  |
| Corridors | Insert completed one way system on School Plan  One way system clearly labelled with arrows and black and yellow tape or pictorial signage highlighted in Appendix 2 | |  |
| Isolation rooms | * Isolation Room 1 = XXXX * Isolation Room 2 = XXXX * 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) | * Staff aware of how to use PPE (Appendix 9) | |  |
| Hygiene products | * Plenty of Soap, sanitiser and paper towels available | |  |
| Hand sanitiser stations (wall mounted where possible) | * 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 | * Hand washing posters placed around settings (PHW Guidance) | |  |
| Toilets | * Number of toilet blocks in use: XX * Maximum number of pupils entering toilet block is: XXX * Usage will be monitored by: XXXX | |  |
| Hygiene within classrooms | Ensure that staff are aware of hygiene requirements:   * Ensure staff/pupils have washed hands before entering classroom * Clean and wipe down high use surfaces every 2 hours * Place any equipment which you require cleaner to clean in XXX | |  |
| Break time arrangements | Break times will be as follows: XXXX | |  |
| Lunchtime arrangements | * Ensure each parent is aware of need to bring packed lunch and water bottle * Lunch time arrangements will be as follows: XXXXX * Breakfast club arrangements (only offer if vital): XXXX * After school arrangements (only offer if vital): XXX Wait on WG Guidance | |  |
| Social distancing | * Social distancing poster placed in school, main reception and on eternal perimeter fence lines leading to reception. Consideration also given to displaying information on assembly points(Appendix 1) * Parents informed of social distancing arrangements (presentation/ information leaflet) * Social distancing arrangements for drop off/pick up: XXXX * Social distancing arrangements for playtime: XXXX | |  |
| Evacuation of building | Insert amended Fire Evacuation procedures (fire assembly points) | |  |
| Transport Drop off and pick up points | * Transport arrangements for dropping pupils at school/collecting: XXX * 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: XXX | |  |
| Arrangement for PE lessons | PE lessons will be held: XXXX Boys will change :XXXX  Girls will change: XXXX | |  |
| First Aid | Staff who have the necessary First Aid qualification: XXXX | |  |
| Business Continuity Plan for COVI-19 in place and agreed by all SLT/ SMT within the school. | Included within the operational plan, detailed measures to be implemented in the event of a localised or wider COVID-19 outbreak. | |  |

**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 12 – Supporting Child Care Providers Across Swansea Council

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 | 27th June 2020 | Draft completed by N Overton - CHSEMWS | N/A | Circulate to KW for feedback. |
| V1 | 29th June 2020 | Kevin Webb - Landlord Services. | Include food standards arrangements and commercial waste statement | None - Agreed |
| V1 | 30TH June 2020 | Natalie Evans - Insurance  Elizabeth Baczkowski - 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 | | | * 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 | | | * 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 | | * 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-191M20 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-191M20 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 | | 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.  It is advised that the Child care manager and Headteacher would need to agree what provisions may be available within the setting.  Any food preparation and storage of consumables must be in line with current food standards. | Agreed arrangements/ provisions available: | | |

### APPENDIX 13 - 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.

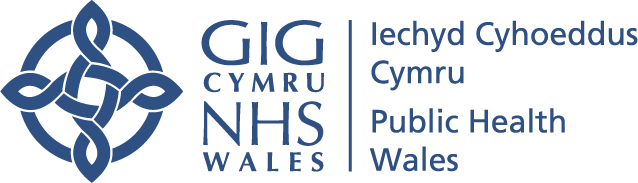
**Entry to work:**

* All staff to access via [Enter Location]
* 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 14 – PHW Guidance



|  |  |
| --- | --- |
| **Operational Public Health Advice Note for Welsh Government on the investigation and management of clusters and incidents of COVID-19 in educational and childcare settings** | |
| **Author:** Dr Anna Schwappach/ Dr Gwen Lowe | |
| **Date:** 26 June 2020 | **Version:** V1a |
| **Publication/ Distribution:**  **FOR WELSH GOVERNMENT AND KEY PARTNERS** | |
| **Review Date:** 7 July 2020 | |
| **Purpose and Summary of Document:** To outline the national processes for investigation and management of any clusters and outbreaks of COVID-19 that occur in educational and childcare settings in Wales after 29 June 2020. | |

1. **Purpose of this Advice Note**

**This advice note sets out the public health advice for how clusters and incidents of COVID-19 should be investigated and managed when they occur in education and childcare settings in Wales.** It will be reviewed and updated as necessary, in line with national guidance.

1. **Background**

In March 2020, the Welsh Government (WG) introduced national lockdown measures for preventing the spread of COVID-19 within communities in Wales. Alongside this, the WG announced the closure of most educational and childcare settings. All schools closed for formal education by the 20 March and remained closed for the next 3 months. Whilst children of key workers and vulnerable children continued to attend ‘Hub’ schools and childcare settings, this represented a very small proportion of normal attendee numbers. There have not been any recognised clusters or outbreaks in these.

On 3 June 2020, the WG Minister for Education announced that schools would increase operations from the 29 June until the 24 July, so all learners have the opportunity to ‘check in, catch up and prepare for summer and September’. This increase in pupil numbers will also coincide with a re-opening or increase in numbers of children attending many childcare settings such as day nurseries, which was announced by the First Minister and commenced on 22 June. Whilst WG has outlined steps that should be taken in order to maintain social distancing, it is recognised that there may be circumstances when it will not be possible to maintain social distancing between children and also adults at educational and childcare settings. This is therefore likely to lead to an increase in contact between children and adults from different households with a resultant possible increase in transmission of COVID-19.

Investigation and control of clusters and incidents of cases of COVID-19 will aim to:

1. Protect individuals and communities where outbreaks are occurring, as well as reducing spread to other communities
2. Evaluate control measures to inform national recommendations for outbreak control and ongoing policy and guidance for educational and childcare settings
3. Better understand the epidemiology and transmission of SARS-CoV-2 in educational and childcare settings
4. **Definitions**

**Educational settings to include:**

* *Early years settings e.g. nursery settings*
* *Primary schools*
* *Secondary schools*
* *Special schools/residential settings*
* *Further Education colleges*
* *Higher educational and childcare settings, including halls of residence*

**Childcare settings to include:**

* *Full Day Care*
* *Sessional Day Care*
* *Childminders*
* *Open Access Play Provision*
* *Out of School Care*
* *Creche*

**Potential cluster – needing further investigation**

*“Two or more confirmed cases of COVID-19 among students or staff in the same educational or childcare setting within 14 days”*

or

*“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 14 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.*

**Case**

*Confirmed case***:** *laboratory test positive case of COVID-19 with or without symptoms*

*Possible case:* *new continuous cough and/or high temperature and/or a loss of, or change in, normal sense of taste or smell (anosmia)*

**Contact**

*Direct close contacts***:** Face to face contact with a case for any length of time, within 1m, including being coughed on, a face to face conversation, unprotected physical contact (skin to skin). This includes exposure within 1 metre for 1 minute or longer.

*Proximity contacts:* Extended close contact (within 2m for more than 15 minutes) with a case *or travelled in a small vehicle with a confirmed case*

**Infectious period**

The infectious period is considered to be from 48 hours prior to symptom onset to 7 days after, or 48 hours prior to testing if the case was asymptomatic.

1. **Summary of actions in investigation and management**

A summary of the overarching steps in investigation and management of clusters and incidents of COVID-19 in educational and childcare settings is outlined in figure 1. Further detail is given in section 5 but these are, broadly:

1. Identification of cases in possible cluster
2. Gathering of minimum information
3. Initial cluster management and risk assessment
4. Identification of an incident and incident management

**Figure 1: Flow chart for investigation and management of clusters and incidents of COVID-19 in educational and childcare settings**

*(1)Communicable Disease Outbreak Plan for Wales, 2020; CCDC: Consultant in Communicable Disease Control; CDSC: Communicable Disease Surveillance Centre CHP: Consultant in Health Protection; CRM: Customer Relationship Manager; EDPH: Executive Director of Public Health;; IMT: Incident Management Team; LA: Local Authority; OCT: Outbreak Control Team; TTP: ‘Track, Trace, Protect’ contact tracing system.*

*INCIDENT SUSPECTED*

1. Manage multi-agency response
2. Maintain list of cases in setting
3. Ensure regular contact with educational or childcare setting and LA
4. Ensure PHW CDSC team aware of cluster
5. Consider Communications strategy
6. *MANAGEMENT ADVICE AS NEEDED*
7. *DISCUSS WHETHER POSSIBLE INCIDENT*

**Notification from local TTP Team**

Cases identified by contact tracers and advisors, notified through CRM system

**Notification from other sources e.g.**

1. PHW: CDSC; laboratories

2. Local authorities; educational and childcare settings

3. Clinical: school nurses; GPs, hospitals

**PHW CCDC/CHP** convenes IMT to discuss suspected incident with LA and Health Board key partners

**DEFINED AS INCIDENT**

Further management and investigation of incident formally by IMT. In rare circumstances, a formal Outbreak will be declared (1)

**DEFINED AS CLUSTER**

Responsibility for ongoing management of cluster returns to regional TTP team, with support of PHW CCDC/CHP

*IDENTIFICATION OF CASES AND POSSIBLE CLUSTERS*

**Regional multi-agency TTP Team**

***Lead on initial cluster investigation and management***

*NOTIFICATION OF SUSPECTED CLUSTER IN EDUCATIONAL AND CHILDCARESETTING*

**PHW CCDC/CHP**

1. **Investigation and management of clusters and outbreaks**

**5.1 Identification of clusters**

Clusters of cases in educational and childcare settings will be identified by:

* + Notification (‘flagging’) of individual cases if possible on the CRM contact tracing system by contact tracers and contact advisors (through discussion with confirmed cases and contacts (or their parent/guardian)). These possible ‘flagged’ cases should be escalated to the regional level through the CRM system.

* + Direct notifications from usual sources, such as from laboratories and the PHW CDSC surveillance team, educational and childcare settings and local authorities, and health practitioners (including school nurses). These notifications may come through local and regional teams, or directly to the national PHW team, including through the national 0300 00 300 32 number. If they come directly to the national team they should initially be fed down into the regional team.

**When a confirmed case is identified in an educational or childcare setting contact should be made with that setting to identify if there are any further cases there. If there are concerns that there could be a cluster of cases in this educational or childcare setting, the regional TTP team will become the point of co-ordination for the further investigation of this possible cluster.**

**5.2 Gathering of minimum information**

A clear lead for the investigation of a possible cluster should be appointed in the regional TTP to enable a rapid and timely risk assessment of the situation.

Early and affective communication between the regional lead for a cluster and the head of the educational or childcare setting with a possible cluster is crucial. A clear point of contact with a designated person in the setting (usually the Head Teacher, Manager or equivalent and a deputy if needed) should be established. This contact should ideally be available outside of normal working office hours. The educational or childcare setting should be asked to regularly update the regional team with any new information until the regional lead considers that the cluster is no longer of concern.

The initial response to a possible cluster should involve the regional TTP team gathering information on cases and possible links between them. They should gather this information from, for example, cases (or their parents/guardians), contacts, educational or childcare institutions (through the head of the setting) and LAs.

**Initial data collection should include the following information**:

1. Setup of setting:
   * Nature of educational or childcare setting (e.g. LA/ church school/ nursery)
   * Layout of school/setting buildings and number of sites
   * Total children/students currently attending, numbers of small groups, cohorts (‘bubbles’) and number of children/students in each one
   * Total number of all staff, *\*including but not limited to teaching, support, administrative, cleaning, caretaking, catering staff and any volunteers or helpers*
   * Any vulnerable or extremely vulnerable children or staff who are attending setting and which small group or cohort they are in; if the setting is a special school, identify the nature of pupils’ special needs
2. Whether the setting is aware of and following guidance on infection control measures/social distancing measures for staff and students (including the use of PPE if pupils require personal care)
3. Confirmed and possible cases in children/students and which small group or cohort (classes, groups and year groups) they attend; include symptomatic children/students awaiting testing and any known to have been hospitalised
4. Confirmed and possible cases in staff\* (to include symptomatic staff awaiting testing and any known to have been hospitalised); their roles and groups they interact with; check whether staff move between sites if applicable
5. Onset dates of cases and symptoms of cases (dates of test where asymptomatic)
6. Any siblings or children of cases who also attend the setting
7. Potential number of contacts meeting contact definitions; prompt the setting to consider if visitors (e.g. parent/guardians, governors, professional visits, supply teachers) in the relevant time period may be contacts
8. The operational impact on the educational or childcare setting thus far of cases and self-isolation of contacts and likely impact of any new self-isolation
9. Communication with parent/guardians thus far, with information on what has been sent out to date

**5.3 Initial cluster management and risk assessment**

The regional cluster lead should develop the initial investigation and management of the cluster of cases in order to assess how significant the risk from it may be (box 1).

Initial investigation of a cluster should consider:

* + *Whether the index case or initial cases are likely to have acquired their infection in the setting or from another source, such as at home*
  + *Whether the cases are connected in time and space or whether there is evidence to suggest a wider spread of cases*
  + *Whether there are any initially obvious causes of the cluster of cases e.g. social distancing measures were not followed at the time*

**Box 1: Initial risk assessment should be based on:**

1. ***Severity*** – any children, students or staff reported to have been admitted to hospital, ICU or known to have died as a result of COVID-19
2. ***Spread*** – Establish the date 48 hours before the earliest onset of symptoms or positive test for any confirmed or suspected case, number of confirmed or suspected cases currently absent, number of cases by year group and class
3. ***Uncertainty*** – can the setting distinguish between absence rate for symptoms of COVID-19 vs absence due to non-attendance due to shielding/self-isolation as contacts or parental choice to withdraw child from school.
4. ***Control measures*** – assess actions taken to date and number of cases and contacts already self-isolating, check compliance with self-isolation of cases, infection control, handwashing, current social distancing measures in place, layout and separation of staff and students, consider the ages of children/young people and likely adherence to measures.
5. ***Context*** – communication issues, operational issues, anxiety or misinformation circulating in staff and parent/guardians/children/young people; ages and groups affected; children’s adherence to social distancing/IPC measures; vulnerable children.

**The following actions should be taken:**

1. There should be a detailed discussion with the head of the educational or childcare setting to ensure that all WG advice for schools (including IP and C guidance) is being implemented and to consider whether any additional actions can be taken to increase measures already put in place[[1]](#footnote-1).
2. Where a cluster is identified in an educational or childcare setting, it will become particularly important to ensure that all identified cases and contacts are following WG/PHW guidance on testing and isolation and extra resources may be needed in the local TTP team to ensure timely follow-up with them.
3. The educational or childcare setting should be asked to contact the regional team managing the cluster if they identify any new cases or have any other concerns. They should be advised of a clear route for this (named contact/s and number for them both in and out of hours). The educational or childcare setting should be emailed a copy of the Minimum Dataset for Educational and childcare Settings spreadsheet, if this assists them in keeping track of absences related to COVID-19. If the regional team are not contacted by the school regularly, they should make contact with the school themselves until the cluster is considered over. The educational or childcare setting should also be reminded that other infections such as meningitis are still prevalent, and should seek medical attention where appropriate.
4. Educational and childcare settings should be reminded that, as per WG/PHW guidance, if a child, young person or staff member develops symptoms compatible with COVID-19, they should be sent home, advised to self-isolate for 7 days and arrange to have a test to see if they have COVID-19. Further details on what to do in this situation are explained in detail in WG guidance[[2]](#footnote-2).
5. The local TTP team will contact all cases and contacts of cases to give advice on testing and isolation (as per national guidance and under the guidance of the regional team). However in general:
   1. If a child, young person or staff member tests negative, and is well, they can return to their educational or childcare setting when recovered from their acute illness.
   2. If a child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting (if defined as contacts) should be sent home and advised to self-isolate for 14 days from the last point of contact with the case.
   3. Any contacts who become symptomatic will be advised to arrange a test for COVID-19 or, if they do not get tested, should remain excluded for 14 days from the last point of contact with the confirmed case.
   4. The other household members of that wider class or group (i.e. household contacts of contacts) do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.
6. The regional cluster lead should consider what wider communications are needed with staff, governors, parent/guardians and pupils. This may include the educational or childcare setting sending out standard letters to contacts and non-contacts, as well as displaying posters and using on-line platforms such as Scoop and Hwb. Settings should be provided with this template letter.
7. The regional lead should also make contact with the PHW CDSC team, both to make sure that they are aware of the suspected cluster under review and to identify whether they have any further information that might be relevant to this cluster investigation and management.
8. A cluster should usually be considered over when there has been 28 days since the onset of the last confirmed case in the educational or childcare setting and the results of any possible cases in children/students or staff in that time have tested negative.

**Where the regional lead for the cluster has concerns about a high risk cluster or a potential incident, they should discuss it with the PHW Consultant in Communicable Disease Control/Consultant in Health Protection (CCDC/CHP) assigned to their region. If they are not available, the COVID-19 duty CCDC/CHP should be contacted instead. Together they should consider the information available and decide whether a cluster of cases *could* constitute an incident. If they think it could be an incident they should proceed to point 5.4.**

**5.4 Incidents in an educational or childcare setting**

If an educational or childcare setting based incident is suspected, the following actions should be taken:

1. The PHW CCDC/CHP will make urgent contact with designated senior colleagues in the relevant LA, PHW and Health Board, in line with existing Health Protection arrangements. An urgent incident meeting (Incident Management Team (IMT)) is likely to be convened to which key individuals who are needed to investigate and manage the situation will be invited. Any immediate control measures needed immediately will be implemented prior to this meeting. Urgent actions to control the situation (including class closures/ whether widespread swabbing required) will be agreed at this meeting.

**Box 2: When to declare an outbreak in an educational or childcare setting**

Most clusters and incidents will be comprehensively dealt with under the arrangements described in 5.4 and 5.5, which allows for investigations and control measures to be rapidly instituted, including wider swabbing of identified school classes/groups, if required.

In rare circumstances, an educational or childcare setting incident will be so complex it will require management under the comprehensive formal structures of an Outbreak Control Team.

When and how an outbreak should be declared and managed is explained in detail in the Communicable Disease Outbreak Plan for Wales (2020).

**When a decision is made to formally declare an outbreak*,* the outbreak should be managed as per the guidance in the Communicable Disease Outbreak Plan for Wales (2020)**.

**5.5 Management of an incident in an educational or childcare setting**

The further management of an incident will develop from decisions taken by the IMT and may vary based on the particular circumstances of the incident, the characteristics and risks from the cases and the characteristics and type of educational or childcare setting. However, the following points should be considered:

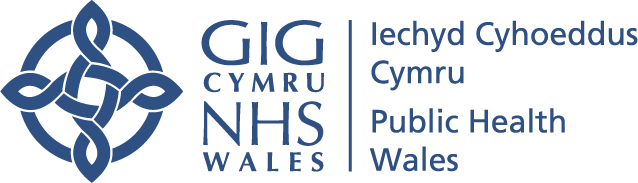
1. An approach for further investigation and management should be agreed by the IMT as soon as possible. The key questions that it should seek to answer include:
   1. How was infection introduced into this setting?
   2. What is known about the extent of spread?
   3. Could influenza/another virus be co-circulating?
2. The IMT should discuss with the head of the educational or childcare setting, whether further measures need to be taken in the setting based on risk assessment and pattern of spread. These should include consideration of whether:
   1. Adjustments should be made to how the educational or childcare setting is operating to facilitate IP and C measures and social distancing.
   2. Further groups need to be asked to self-isolate (e.g. class groups, other functional groups or year groups).
3. The IMT should make an assessment on whether to undertake an enhanced investigation including testing of a wider group of staff and children/students. The group for testing may be wider than the group identified for exclusion and could include the whole school/setting or a distinct section of the school/setting (e.g. year group, preschool, primary or secondary school). Wider testing should be particularly considered when mass testing might enable real time public health decision making to protect the health of individuals who attend the educational and childcare setting, their families or the wider community.
4. Examples of situations when this might be considered could include those when:

* the index case is a confirmed case in a child attending a mainstream school/setting and risk assessment suggests that the household is not the source i.e. suspicion is that infection is acquired in the setting
* one confirmed case in a teacher/staff member with suspected cases in children in a mainstream school/setting i.e. suspicion is that the teacher/staff member acquired the infection from the children
* suspected cases in more than one child attending mainstream school with the index a confirmed case in a family member i.e. we know how infection got into school but there appears to be onward transmission and need to assess extent of this.

1. How any mass testing may be undertaken is likely to vary depending on the nature of any incident and the educational and childcare setting, and the quickest and most practical way of getting this done. The IMT will make the decision on this. Options for undertaking mass testing could include:
   1. swabbing of children and staff by health professionals at the setting or a designated clinic/site or by a Mobile Testing Unit
   2. parents swab children and staff self-swab at school
   3. postal self-swabbing at home for children and staff

1. In some circumstances there may be the need for other further investigations in a subset of the incident. These could include:
2. more detailed follow up of households of positive cases
3. follow-up antibody testing
4. genomic testing
5. In an incident in an educational or childcare setting, it will be important to work closely with LA education colleagues and these may become co-opted members of IMTs. There should also be a clear line of communication between the educational or childcare setting and IMT, with a named point of contact (that should ideally also be available out of hours). Educational and childcare settings should be asked to regularly update IMT members with progress until the incident is over.
6. The importance of a clear communications strategy is particularly important in educational and childcare settings, given the level of media attention that this kind of incident is likely to generate. Early involvement of colleagues from communications teams in PHW and partner organisations is therefore crucial.

**An incident should be declared over when there has been 28 days since the onset of the last confirmed case in the educational or childcare setting and the results of any possible cases in children/students and/or staff in that time have tested negative.**



|  |  |
| --- | --- |
| **Nodyn Cyngor Gweithredol Iechyd y Cyhoedd i Lywodraeth Cymru ar ymchwilio i glystyrau a digwyddiadau COVID-19 mewn lleoliadau addysg a gofal plant a'u rheoli** | |
| **Awdur:** Dr Anna Schwappach/ Dr Gwen Lowe | |
| **Dyddiad:** 26 Mehefin 2020 | **Fersiwn:** V1a |
| **Cyhoeddi/ Dosbarthu:**  **I LYWODRAETH CYMRU A PHARTNERIAID ALLWEDDOL** | |
| **Dyddiad Adolygu:** 7 Gorffennaf 2020 | |
| **Diben y Ddogfen a Chrynodeb Ohoni:** Amlinellu'r prosesau cenedlaethol ar gyfer ymchwilio i unrhyw glystyrau ac achosion o COVID-19 a geir mewn lleoliadau addysg a gofal plant yng Nghymru ar ôl 29 Mehefin 2020 a'u rheoli. | |

1. **Diben y Nodyn Cyngor hwn**

**Mae'r nodyn cyngor hwn yn nodi cyngor iechyd y cyhoedd ar y ffordd y dylid ymchwilio i glystyrau a digwyddiadau COVID-19 a'u rheoli pan fyddant yn digwydd mewn lleoliadau addysg a gofal plant yng Nghymru.** Caiff ei adolygu a'i ddiweddaru fel y bo angen, yn unol â'r canllawiau cenedlaethol.

1. **Cefndir**

Ym mis Mawrth 2020, cyflwynodd Llywodraeth Cymru gyfyngiadau symud cenedlaethol er mwyn atal COVID-19 rhag lledaenu mewn cymunedau yng Nghymru. Ochr yn ochr â hyn, cyhoeddodd y Llywodraeth y byddai'r rhan fwyaf o leoliadau addysg a gofal plant yn cau. Caewyd pob ysgol at ddiben addysg ffurfiol erbyn 20 Mawrth a gwnaethant aros ar gau am y tri mis nesaf. Er i blant gweithwyr allweddol a phlant agored i niwed barhau i fynychu ysgolion ‘Hyb’ a lleoliadau gofal plant, cyfran fach iawn o'r niferoedd presenoldeb arferol oedd hyn. Nid oes dim clystyrau nac achosion wedi cael eu nodi yn y lleoliadau hyn.

Ar 3 Mehefin 2020, cyhoeddodd Gweinidog Addysg Llywodraeth Cymru y byddai ysgolion yn cynyddu eu gweithrediadau o 29 Mehefin tan 24 Gorffennaf, er mwyn i bob dysgwr gael y cyfle i ailgydio, dal i fyny a pharatoi ar gyfer yr haf a mis Medi’. Bydd y cynnydd hwn mewn niferoedd disgyblion yn digwydd ar yr un pryd ag ailagor neu gynyddu niferoedd y plant sy'n mynychu llawer o leoliadau gofal plant megis meithrinfeydd dydd, a gyhoeddwyd gan y Prif Weinidog ac a ddechreuodd ar 22 Mehefin. Er bod Llywodraeth Cymru wedi amlinellu camau y dylid eu cymryd er mwyn cadw pellter cymdeithasol, cydnabyddir y gall fod amgylchiadau pan na fydd modd cadw pellter cymdeithasol rhwng plant, ac oedolion hefyd, mewn lleoliadau addysg a gofal plant. Felly, mae hyn yn debygol o arwain at fwy o gyswllt rhwng plant ac oedolion o aelwydydd gwahanol, gan arwain at gynnydd mewn trosglwyddo COVID-19 o bosibl.

Wrth ymchwilio i glystyrau a digwyddiadau COVID-19 a'u rheoli, y nod fydd:

1. Diogelu unigolion a chymunedau lle y bydd achosion, yn ogystal â lleihau lledaeniad y feirws i gymunedau eraill
2. Gwerthuso mesurau rheoli er mwyn llywio argymhellion cenedlaethol ar gyfer rheoli achosion a pholisïau a chanllawiau parhaus i leoliadau addysg a gofal plant
3. Deall epidemioleg a throsglwyddiad SARS-CoV-2 yn well mewn lleoliadau addysg a gofal plant
4. **Diffiniadau**

**Mae lleoliadau addysg yn cynnwys:**

* *Lleoliadau blynyddoedd cynnar, e.e. lleoliadau meithrin*
* *Ysgolion cynradd*
* *Ysgolion uwchradd*
* *Ysgolion arbennig/lleoliadau preswyl*
* *Colegau addysg bellach*
* *Lleoliadau addysg uwch a gofal plant, gan gynnwys neuaddau preswyl*

**Mae lleoliadau gofal plant yn cynnwys:**

* *Gofal dydd llawn*
* *Gofal dydd sesiynol*
* *Gwarchodwyr plant*
* *Darpariaeth chwarae mynediad agored*
* *Gofal y tu allan i'r ysgol*
* *Crèche*

**Clwstwr posibl – angen ymchwilio ymhellach**

“*Dau neu fwy o achosion a gadarnhawyd o COVID-19 ymhlith myfyrwyr neu staff yn yr un lleoliad addysg neu ofal plant o fewn 14 diwrnod*”

Neu

“*Cynnydd yn y gyfradd absenoldeb gefndirol oherwydd achosion a amheuir neu a gadarnhawyd o COVID-19 (heb gynnwys y gyfradd absenoldeb am fod unigolion yn gwarchod eu hunain neu'n hunanynysu fel unigolion sydd wedi bod mewn cysylltiad ag achosion)*”

**Digwyddiad posibl – angen ymchwilio ymhellach**

“*Dau neu fwy o achosion a gadarnhawyd o COVID-19 ymhlith plant, myfyrwyr neu staff sy'n gysylltiadau agos uniongyrchol, yn gysylltiadau agosrwydd neu yn yr un grŵp neu gohort (a elwir weithiau'n ‘swigod’)\* yn y lleoliad addysg neu ofal plant o fewn 14 diwrnod”.*

*\* gallai grŵp neu gohort bach (‘swigen’) fod yn ddosbarth, yn grŵp blwyddyn neu'n grŵp arall a ddiffinnir.* *Mae'r diffiniad hwn yn ceisio gwahaniaethu rhwng y trosglwyddo sy'n digwydd yn y gymuned â'r trosglwyddo sy'n digwydd yn y lleoliad addysg neu ofal plant.*

**Achos**

*Achos a gadarnhawyd: achos sydd wedi cael canlyniad prawf positif mewn labordy ar gyfer COVID-19, gyda neu heb symptomau*

*Achos posibl: peswch cyson newydd a/neu dymheredd uchel a/neu golli’r gallu arferol i flasu neu arogleuo, neu newid yn y gallu hwnnw (anosmia)*

**Cysylltiad**

*Cysylltiadau agos uniongyrchol:* Cyswllt wyneb yn wyneb ag achos am unrhyw gyfnod o amser, o fewn 1m, gan gynnwys achos yn pesychu ar yr unigolyn, sgwrs wyneb yn wyneb, cyswllt corfforol heb ddiogelwch (croen wrth groen). Mae hyn yn cynnwys dod i gysylltiad o fewn 1m am funud neu fwy.

*Cysylltiadau agosrwydd:* Cyswllt agos estynedig (o fewn 2m am fwy na 15 munud) ag achos *neu fod wedi teithio mewn cerbyd bach ag achos a gadarnhawyd*

**Cyfnod heintus**

Ystyrir bod y cyfnod heintus yn para o 48 awr cyn i'r symptomau ddechrau hyd at 7 diwrnod wedi hynny, neu 48 awr cyn y prawf os nad oedd gan yr achos symptomau.

1. **Crynodeb o gamau gweithredu wrth ymchwilio a rheoli**

Mae crynodeb o'r camau cyffredinol i'w cymryd wrth ymchwilio i glystyrau a digwyddiadau COVID-19 mewn lleoliadau addysg a gofal plant a'u rheoli wedi'i amlinellu yn ffigur 1. Ceir rhagor o fanylion yn adran 5 ond dyma'r camau yn fras:

1. Nodi achosion mewn clwstwr posibl
2. Casglu gwybodaeth sylfaenol
3. Gwaith cychwynnol i reoli clwstwr ac asesu'r risg
4. Nodi digwyddiad a'i reoli

**Ffigur 1:** **Siart lif ar gyfer ymchwilio i glystyrau a digwyddiadau COVID-19 mewn lleoliadau addysg a gofal plant a'u rheoli**

**Hysbysiad gan y Tîm Profi, Olrhain, Diogelu (TTP) lleol**

Achosion yn cael eu nodi gan swyddogion olrhain cysylltiadau a chynghorwyr, a'u hysbysu drwy system CRM

**Hysbysiad o ffynonellau eraill, e.e.**

1. Iechyd Cyhoeddus Cymru: Canolfan Arolygu Clefydau Trosglwyddadwy (CDSC); labordai

2. Awdurdodau lleol; lleoliadau addysg a gofal plant

3. Clinigol: nyrsys ysgol; meddygon teulu, ysbytai

1. *CYNGOR AR REOLI FEL Y BO ANGEN*
2. *TRAFOD A OES DIGWYDDIAD POSIBL*
3. Rheoli ymateb amlasiantaeth
4. Cynnal rhestr o achosion yn y lleoliad
5. Sicrhau cyswllt rheolaidd â'r lleoliad addysg neu ofal plant a'r ALl
6. Sicrhau bod tîm CDSC yn ymwybodol o'r clwstwr
7. Ystyried strategaeth gyfathrebu

**WEDI'I DDIFFINIO FEL DIGWYDDIAD**

IMT i reoli'r digwyddiad ac ymchwilio ymhellach iddo yn ffurfiol. Dan amgylchiadau prin, caiff Achos ffurfiol ei ddatgan (1)

**WEDI'I DDIFFINIO FEL CLWSTWR**

Bydd y cyfrifoldeb am reoli'r clwstwr yn barhaus yn cael ei ddychwelyd i'r tîm Profi, Olrhain, Diogelu rhanbarthol, gyda chymorth CCDC/CHP Iechyd Cyhoeddus Cymru

**CCDC/CHP Iechyd Cyhoeddus Cymru** i alw Tîm Rheoli Digwyddiad (IMT) ynghyd i drafod y digwyddiad a amheuir â phartneriaid allweddol mewn ALlau a Byrddau Iechyd

**Tîm Profi, Olrhain, Diogelu amlasiantaeth rhanbarthol**

***Arwain y gwaith cychwynnol o ymchwilio i'r clwstwr a'i reoli***

*HYSBYSU YNGHYLCH CLWSTWR A AMHEUIR MEWN LLEOLIAD ADDYSG A GOFAL PLANT*

*NODI ACHOSION A CHLYSTYRAU POSIBL*

*DIGWYDDIAD A AMHEUIR*

**CCDC/CHP Iechyd Cyhoeddus Cymru**

**5. Ymchwilio i glystyrau ac achosion a'u rheoli**

*(1)Cynllun ar gyfer Achosion o Glefydau Trosglwyddadwy i Gymru, 2020;* *ALl:* *Awdurdod Lleol; CCDC: Ymgynghorydd Rheoli Clefydau Trosglwyddadwy;* *CDSC: Canolfan Arolygu Clefydau Trosglwyddadwy CHP:* *Ymgynghorydd Diogelu Iechyd; CRM: Rheoli Cysylltiadau Cwsmeriaid;* *EDPH: Cyfarwyddwr Gweithredol Iechyd y Cyhoedd;* *IMT: Tîm Rheoli Digwyddiad;* *OCT: Tîm Rheoli Achosion;* *TTP: System olrhain cysylltiadau ‘Profi, Olrhain, Diogelu’.*

**5.1 Nodi clystyrau**

Caiff clystyrau o achosion mewn lleoliadau addysg a gofal plant eu nodi drwy wneud y canlynol:

* + Swyddogion olrhain cysylltiadau a chynghorwyr cysylltiadau i hysbysu (‘fflagio’) am achosion unigol, os oes modd, ar system olrhain achosion CRM (drwy drafod ag achosion a gadarnhawyd a chysylltiadau (neu eu rhieni/gwarcheidwaid)). Dylai'r achosion posibl hyn gael eu huwchgyfeirio i lefel ranbarthol drwy system CRM.

* + Hysbysiadau uniongyrchol o ffynonellau arferol, fel labordai a thîm gwyliadwriaeth Iechyd Cyhoeddus Cymru, lleoliadau addysg a gofal plant ac awdurdodau lleol, ac ymarferwyr iechyd (gan gynnwys nyrsys ysgol). Gall yr hysbysiadau hyn ddod drwy dimau lleol a rhanbarthol, neu'n uniongyrchol i dîm cenedlaethol Iechyd Cyhoeddus Cymru, gan gynnwys drwy'r rhif ffôn cenedlaethol, sef 0300 00 300 32. Os byddant yn cyrraedd y tîm cenedlaethol yn uniongyrchol, dylent gael eu bwydo i lawr i'r tîm rhanbarthol i ddechrau.

**Pan gaiff achos a gadarnhawyd ei nodi mewn lleoliad addysg neu ofal plant, dylid cysylltu â'r lleoliad hwnnw er mwyn canfod a oes rhagor o achosion yno.** **Os ceir pryderon y gallai fod clwstwr o achosion yn y lleoliad addysg neu ofal plant hwn, y tîm Profi, Olrhain, Diogelu fydd y pwynt cydgysylltu ar gyfer ymchwilio ymhellach i'r clwstwr posibl hwn.**

**5.2 Casglu gwybodaeth sylfaenol**

Dylai arweinydd clir ar gyfer ymchwilio i glwstwr posibl gael ei benodi yn y tîm Profi, Olrhain, Diogelu rhanbarthol er mwyn gallu cynnal asesiad risg cyflym ac amserol ar gyfer y sefyllfa.

Mae'n hollbwysig bod yr arweinydd rhanbarthol ar gyfer clwstwr a phennaeth y lleoliad addysg neu ofal plant lle y ceir clwstwr posibl yn cyfathrebu â'i gilydd yn gynnar ac yn effeithiol. Dylai person dynodedig yn y lleoliad (y Pennaeth, y Rheolwr neu berson cyfatebol, a dirprwy os oes angen) gael ei benodi'n bwynt cyswllt clir. Yn ddelfrydol, dylai'r pwynt cyswllt hwn fod ar gael y tu allan i oriau gwaith arferol. Dylid gofyn i'r lleoliad addysg neu ofal plant ddiweddaru'r tîm rhanbarthol yn rheolaidd ynglŷn ag unrhyw wybodaeth newydd nes bydd yr arweinydd rhanbarthol o'r farn nad yw'r clwstwr yn peri pryder mwyach.

Fel rhan o'r ymateb cychwynnol i glwstwr posibl, dylai'r tîm Profi, Olrhain, Diogelu rhanbarthol gasglu gwybodaeth am achosion a chysylltiadau posibl rhyngddynt. Dylai'r wybodaeth hon gael ei chasglu gan achosion (neu eu rhieni/gwarcheidwaid), cysylltiadau, sefydliadau addysg neu ofal plant (drwy bennaeth y lleoliad) ac ALlau, er enghraifft.

**Dylai'r gwaith cychwynnol o gasglu data gynnwys y wybodaeth ganlynol:**

1. Y lleoliad ei hun:
   * Natur y lleoliad addysg neu ofal plant (e.e. ALl/ysgol eglwys/meithrinfa)
   * Cynllun adeiladau'r ysgol/lleoliad a'r nifer o safleoedd
   * Cyfanswm y plant/myfyrwyr sy'n mynychu ar hyn o bryd, niferoedd y grwpiau bach, cohortau (‘swigod’) a nifer y plant/myfyrwyr ym mhob un
   * Cyfanswm yr holl staff, \**gan gynnwys staff addysgu, staff cymorth, staff gweinyddol, staff glanhau, gofalwyr, staff arlwyo ac unrhyw wirfoddolwyr neu gynorthwywyr ymhlith eraill*
   * Unrhyw blant neu staff agored i niwed neu eithriadol o agored i niwed sy'n mynychu'r lleoliad a pha grŵp bach neu gohort y maent ynddo; os mai ysgol arbennig yw'r lleoliad, dylid nodi natur anghenion arbennig y disgyblion
2. A yw'r lleoliad yn ymwybodol o'r canllawiau ar fesurau rheoli heintiau/mesurau cadw pellter cymdeithasol i staff a myfyrwyr (gan gynnwys defnyddio cyfarpar diogelu personol os oes angen i'r disgyblion gael gofal personol) ac yn eu dilyn
3. Achosion a gadarnhawyd ac achosion posibl ymhlith y plant/myfyrwyr a pha grŵp bach neu gohort (dosbarthiadau, grwpiau a grwpiau blwyddyn) y maent yn eu mynychu; dylid cynnwys plant/myfyrwyr sy'n arddangos symptomau ac yn aros i gael prawf ac unrhyw rai y mae'n hysbys eu bod wedi mynd i'r ysbyty
4. Achosion a gadarnhawyd ac achosion posibl ymhlith y staff\* (gan gynnwys staff sy'n arddangos symptomau ac yn aros i gael prawf ac unrhyw rai y mae'n hysbys eu bod wedi mynd i'r ysbyty); eu rolau a'r grwpiau y maent yn rhyngweithio â nhw; dylid cadarnhau a yw'r staff yn symud rhwng safleoedd, os yw hynny'n berthnasol
5. Dyddiadau dechrau achosion a symptomau achosion (dyddiadau profion os nad oes ganddynt symptomau)
6. Unrhyw frodyr, chwiorydd neu blant i achosion sydd hefyd yn mynychu'r lleoliad
7. Nifer y cysylltiadau sy'n cyfateb i'r diffiniadau o gysylltiadau o bosibl; dylid annog y lleoliad i ystyried a all ymwelwyr (e.e. rhieni/gwarcheidwaid, llywodraethwyr, ymwelwyr proffesiynol, athrawon cyflenwi), yn ystod y cyfnod perthnasol, fod yn gysylltiadau
8. Yr effaith weithredol ar y lleoliad addysg neu ofal plant hyd yma yn sgil achosion a hunanynysu cysylltiadau, ac effaith debygol unrhyw hunanynysu newydd
9. Y cyfathrebu sydd wedi bod â rhieni/gwarcheidwaid hyd yma, gan gynnwys gwybodaeth am yr hyn sydd wedi cael ei anfon atynt hyd yn hyn

**5.3 Gwaith cychwynnol i reoli clwstwr ac asesu'r risg**

Dylai'r arweinydd rhanbarthol ar gyfer y clwstwr ddatblygu'r gwaith cychwynnol o ymchwilio i'r clwstwr o achosion a'i reoli er mwyn asesu pa mor sylweddol yw'r risg o bosibl (blwch 1).

Dylai'r gwaith cychwynnol o ymchwilio i glwstwr ystyried y canlynol:

* + *A yw'r achos cyfeirio neu'r achosion cychwynnol yn debygol o fod wedi dal yr haint yn y lleoliad neu o ffynhonnell arall, megis gartref*
  + *A oes cysylltiad rhwng yr achosion o ran amser a lle, neu a oes tystiolaeth i awgrymu lledaeniad ehangach o achosion*
  + *A yw'n amlwg o'r dechrau beth sydd wedi achosi'r clwstwr o achosion, e.e. na chafodd y mesurau cadw pellter cymdeithasol eu dilyn ar y pryd*

**Blwch 1:** **Dylai'r asesiad risg cychwynnol fod yn seiliedig ar y canlynol:**

1. ***Difrifoldeb*** – unrhyw blant, myfyrwyr neu staff y rhoddwyd gwybod eu bod wedi cael eu derbyn i'r ysbyty, uned gofal dwys neu eu bod wedi marw o ganlyniad i COVID-19
2. ***Lledaeniad*** – dylid canfod beth oedd y dyddiad 48 awr cyn dechrau symptomau cyntaf neu ganlyniad prawf positif unrhyw achos a gadarnhawyd neu achos a amheuir, nifer yr achosion a gadarnhawyd neu'r achosion a amheuir sy'n absennol ar hyn o bryd, nifer yr achosion fesul grŵp blwyddyn a dosbarth
3. ***Ansicrwydd*** – a all y lleoliad wahaniaethu rhwng y gyfradd absenoldeb oherwydd symptomau COVID-19 a'r gyfradd absenoldeb oherwydd gwarchod/hunanynysu fel cysylltiadau neu ddewis rhieni i dynnu eu plant allan o'r ysgol?
4. ***Mesurau rheoli*** – dylid asesu'r camau gweithredu a gymerwyd hyd yma a nifer yr achosion a'r cysylltiadau sydd eisoes yn hunanynysu, cadarnhau bod achosion wedi cydymffurfio â'r rheolau hunanynysu, asesu'r mesurau rheoli heintiau, golchi dwylo a chadw pellter cymdeithasol sydd ar waith ar hyn o bryd, cynllun y lleoliad a'r ffordd y caiff y staff a'r myfyrwyr eu cadw ar wahân, ac ystyried oedrannau'r plant/pobl ifanc a'r tebygolrwydd y byddant yn glynu wrth y mesurau.
5. ***Cyd-destun*** – problemau cyfathrebu, problemau gweithredol, pryder neu gamwybodaeth ymhlith y staff a'r rhieni/gwarcheidwaid/plant/pobl ifanc; yr oedrannau a'r grwpiau dan sylw; i ba raddau y mae'r plant yn glynu wrth y mesurau cadw pellter cymdeithasol/atal a rheoli heintiau; plant agored i niwed.

**Dylid cymryd y camau canlynol:**

1. Dylid cael trafodaeth fanwl â phennaeth y lleoliad addysg neu ofal plant er mwyn sicrhau bod holl gyngor Llywodraeth Cymru i ysgolion (gan gynnwys canllawiau atal a rheoli heintiau) yn cael ei roi ar waith ac ystyried a ellir cymryd unrhyw gamau ychwanegol i gynyddu'r mesurau sydd eisoes ar waith[[3]](#footnote-3).
2. Os caiff clwstwr ei nodi mewn lleoliad addysg neu ofal plant, bydd yn arbennig o bwysig sicrhau bod yr holl achosion a'r cysylltiadau a nodwyd yn dilyn canllawiau Llywodraeth Cymru/Iechyd Cyhoeddus Cymru ar brofi a hunanynysu a gall fod angen adnoddau ychwanegol yn y tîm Profi, Olrhain, Diogelu lleol i sicrhau y caiff camau dilynol amserol eu cymryd ar eu cyfer.
3. Dylid gofyn i'r lleoliad addysg neu ofal plant gysylltu â'r tîm rhanbarthol sy'n rheoli'r clwstwr os bydd yn nodi unrhyw achosion newydd neu os bydd ganddo unrhyw bryderon eraill. Dylid rhoi llwybr clir iddo allu gwneud hyn (enw/au cyswllt a rhif ffôn yn ystod oriau a'r tu allan i oriau). Dylid e-bostio copi o daenlen y Set Ddata Sylfaenol ar gyfer Lleoliadau Addysg a Gofal Plant ar y lleoliad addysg neu ofal plant, os bydd hyn yn ei helpu i gadw golwg ar absenoldebau sy'n gysylltiedig â COVID-19. Os na fydd yr ysgol yn cysylltu â'r tîm rhanbarthol yn rheolaidd, dylai'r tîm gysylltu â'r ysgol ei hun nes yr ystyrir bod y clwstwr wedi dod i ben. Dylid hefyd atgoffa'r lleoliad addysg neu ofal plant bod heintiau eraill fel meningitis yn dal yn gyffredin, ac y dylid cael sylw meddygol lle y bo'n briodol.
4. Dylid atgoffa lleoliadau addysg a gofal plant, yn unol â chanllawiau Llywodraeth Cymru/Iechyd Cyhoeddus Cymru, os bydd plentyn, person ifanc neu aelod o staff yn datblygu symptomau sy'n gydnaws â COVID-19, y dylid ei anfon adref a dweud wrtho hunanynysu am 7 diwrnod a threfnu i gael prawf er mwyn gweld a oes ganddo COVID-19. Caiff rhagor o fanylion am yr hyn y dylid ei wneud yn y sefyllfa hon eu hesbonio'n fanwl yng nghanllawiau Llywodraeth Cymru[[4]](#footnote-4).
5. Bydd y tîm Profi, Olrhain, Diogelu lleol yn cysylltu â phob achos a chysylltiadau pob achos i roi cyngor ar brofi a hunanynysu (yn unol â'r canllawiau cenedlaethol ac o dan gyfarwyddyd y tîm rhanbarthol). Fodd bynnag, yn gyffredinol:
   1. Os bydd plentyn, person ifanc neu aelod o staff yn cael canlyniad prawf negatif, a'i fod yn iach, gall ddychwelyd i'w leoliad addysg neu ofal plant ar ôl gwell o'i salwch acíwt.
   2. Os bydd plentyn, person ifanc neu aelod o staff yn cael canlyniad prawf positif, dylai gweddill ei ddosbarth neu grŵp o fewn y lleoliad addysg neu ofal plant (os cânt eu diffinio fel cysylltiadau) gael eu hanfon adref a dylid dweud wrthynt hunanynysu am 14 diwrnod o'r cyswllt diwethaf â'r achos.
   3. Cynghorir unrhyw gysylltiadau sy'n datblygu symptomau i drefnu prawf ar gyfer COVID-19 neu, os na chânt brawf, dylent barhau i aros i ffwrdd o'r lleoliad am 14 diwrnod o'r cyswllt diwethaf â'r achos a gadarnhawyd.
   4. Ni fydd angen i aelodau eraill o aelwydydd y dosbarth neu'r grŵp ehangach (h.y. cysylltiadau aelwyd y cysylltiadau) hunanynysu, oni fydd y plentyn, y person ifanc neu'r aelod o staff y maent yn byw gydag ef yn y grŵp hwnnw yn datblygu symptomau wedi hynny.
6. Dylai'r arweinydd rhanbarthol ar gyfer y clwstwr ystyried pa negeseuon ehangach y bydd angen eu rhannu â staff, llywodraethwyr, rhieni/gwarcheidwaid a disgyblion. Gall hyn olygu bod y lleoliad addysg neu ofal plant yn anfon llythyrau safonol at gysylltiadau a phobl nad ydynt yn gysylltiadau, yn ogystal ag arddangos posteri a defnyddio llwyfannau ar-lein fel Scoop a Hwb. Dylid rhoi'r llythyr templed hwn i leoliadau.
7. Dylai'r arweinydd rhanbarthol hefyd gysylltu â thîm CDSC Iechyd Cyhoeddus Cymru, i sicrhau ei fod yn ymwybodol o'r clwstwr a amheuir y cedwir golwg arno ac i ganfod a oes ganddo ragor o wybodaeth a allai fod yn berthnasol i'r gwaith o ymchwilio i'r clwstwr hwn a'i reoli.
8. Fel arfer, dylid ystyried bod clwstwr wedi dod i ben pan fydd 28 diwrnod wedi mynd heibio ers dechrau'r achos olaf a gadarnhawyd yn y lleoliad addysg neu ofal plant a bod unrhyw achosion posibl ymhlith plant/myfyrwyr neu staff yn y cyfnod hwnnw wedi cael canlyniadau prawf negyddol.

**Os bydd gan yr arweinydd rhanbarthol ar gyfer y clwstwr bryderon am glwstwr risg uchel neu ddigwyddiad posibl, dylai drafod y mater â'r Ymgynghorydd Rheoli Clefydau Trosglwyddadwy/Ymgynghorydd Diogelu Iechyd (CCDC/CHP) y mae Iechyd Cyhoeddus Cymru wedi'i glustnodi i'w ranbarth.** **Os na fydd yr unigolyn hwnnw ar gael, dylid cysylltu â'r CCDC/CHP COVID-19 ar ddyletswydd.** **Gyda'i gilydd, dylent ystyried y wybodaeth sydd ar gael a phenderfynu a *allai* clwstwr o achosion fod yn gyfystyr â digwyddiad.** **Os byddant yn credu y gallai fod yn ddigwyddiad, dylent symud ymlaen i bwynt 5.4.**

**5.4 Digwyddiadau mewn lleoliad addysg neu ofal plant**

Os amheuir digwyddiad mewn lleoliad addysg neu ofal plant, dylid cymryd y camau canlynol:

1. Bydd CCDC/CHP Iechyd Cyhoeddus Cymru yn cysylltu ar frys ag uwch gydweithwyr dynodedig yn yr ALl perthnasol, Iechyd Cyhoeddus Cymru a'r Bwrdd Iechyd, yn unol â'r trefniadau Diogelu Iechyd presennol. Mae'n debygol y caiff cyfarfod digwyddiad brys (Tîm Rheoli Digwyddiad (IMT)) ei alw ac y caiff unigolion allweddol y mae angen iddynt ymchwilio i'r sefyllfa a'i rheoli eu gwahodd iddo. Caiff unrhyw fesurau rheoli uniongyrchol sydd eu hangen ar unwaith eu rhoi ar waith cyn y cyfarfod hwn. Cytunir ar gamau gweithredu brys i reoli'r sefyllfa (gan gynnwys cau dosbarthiadau/ a oes angen cymryd swabiau yn helaeth) yn y cyfarfod hwn.

**Blwch 2:** **Pryd i ddatgan achos mewn lleoliad addysg neu ofal plant**

Ymdrinnir â'r rhan fwyaf o glystyrau a digwyddiadau mewn modd cynhwysfawr o dan y trefniadau a ddisgrifir yn 5.4 a 5.5, sy'n galluogi rhoi ymchwiliadau a mesurau rheoli ar waith yn gyflym iawn, gan gynnwys cymryd swabiau ymhlith dosbarthiadau/grwpiau ehangach a nodwyd yn yr ysgol, os bydd angen.

Dan amgylchiadau prin, bydd digwyddiad mewn lleoliad addysg neu ofal plant mor gymhleth fel y bydd angen ei reoli yn unol â strwythurau ffurfiol cynhwysfawr Tîm Rheoli Achosion.

Caiff pryd a sut y dylid datgan a rheoli achos ei esbonio'n fanwl yn y Cynllun ar gyfer Achosion o Glefydau Trosglwyddadwy i Gymru (2020).

**Pan wneir penderfyniad i ddatgan achos yn ffurfiol, dylid rheoli'r achos yn unol â'r canllawiau yn y Cynllun ar gyfer Achosion o Glefydau Trosglwyddadwy i Gymru (2020).**

* 1. **Rheoli digwyddiad mewn lleoliad addysg neu ofal plant**

Bydd y gwaith pellach o reoli digwyddiad yn datblygu yn sgil penderfyniadau'r IMT a gall amrywio ar sail amgylchiadau penodol y digwyddiad, y nodweddion a'r risgiau sy'n gysylltiedig â'r achosion a'r math o leoliad addysg neu ofal plant a'i nodweddion. Fodd bynnag, dylid ystyried y pwyntiau canlynol:

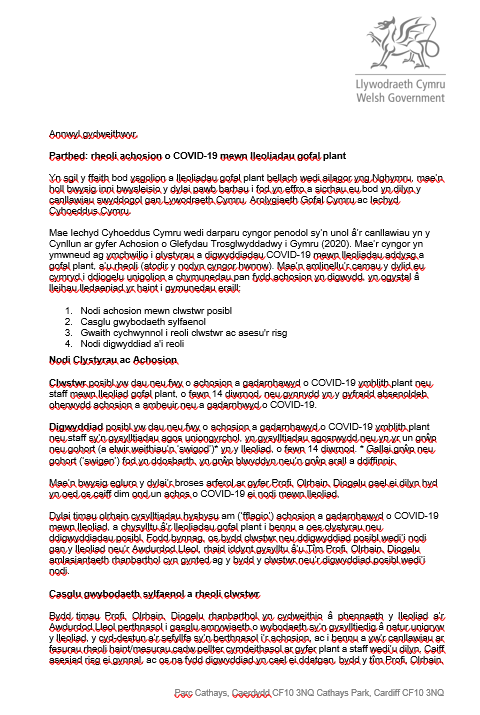
1. Dylai'r IMT gytuno ar ddull ar gyfer gwaith ymchwilio a rheoli pellach cyn gynted â phosibl. Ymhlith y cwestiynau allweddol y dylai geisio ateb mae:
   1. Sut y cafodd yr haint ei gyflwyno i'r lleoliad hwn?
   2. Beth sy'n hysbys ynghylch y graddau y mae'r haint wedi lledaenu?
   3. A allai'r ffliw/feirws arall fod ar led ar yr un pryd?
2. Dylai'r IMT drafod â phennaeth y lleoliad addysg neu ofal plant a oes angen rhoi mesurau pellach ar waith yn y lleoliad yn seiliedig ar asesiad risg a'r patrwm lledaenu. Dylai'r rhain gynnwys ystyried:
   1. A ddylid gwneud addasiadau i'r ffordd y mae'r lleoliad addysg neu ofal plant yn gweithredu i hwyluso mesurau atal a rheoli heintiau a chadw pellter cymdeithasol.
   2. A oes angen gofyn i grwpiau ychwanegol hunanynysu (e.e. grwpiau dosbarth, grwpiau gweithredol eraill neu grwpiau blwyddyn).
3. Dylai'r IMT asesu a ddylid cynnal ymchwiliad manylach gan gynnwys profi grŵp ehangach o staff a phlant/myfyrwyr. Gall y grŵp i'w brofi fod yn ehangach na'r grŵp a nodwyd i'w gadw draw a gallai gynnwys yr ysgol/lleoliad cyfan neu adran benodol o'r ysgol/lleoliad (e.e. grŵp blwyddyn, uned cyn ysgol, ysgol gynradd neu ysgol uwchradd). Dylid ystyried cynnal profion ehangach yn arbennig pan allai profi torfol hwyluso penderfyniadau amser real ynghylch iechyd y cyhoedd er mwyn diogelu iechyd unigolion sy'n mynychu'r lleoliad addysg a gofal plant, eu teuluoedd neu'r gymuned ehangach.
4. Gallai enghreifftiau o sefyllfaoedd pan ellid ystyried hyn gynnwys:

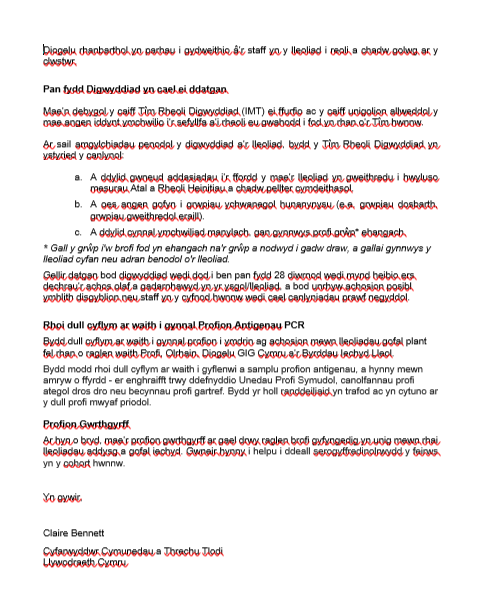
* pan fydd yr achos cyfeirio'n achos a gadarnhawyd mewn plentyn sy'n mynychu lleoliad/ysgol brif ffrwd a bod yr asesiad risg yn awgrymu nad yr aelwyd yw'r ffynhonnell, h.y. amheuir bod yr haint wedi cael ei ddal yn y lleoliad
* pan fydd un achos a gadarnhawyd yn athro/aelod o staff a bod achosion a amheuir ymhlith plant mewn lleoliad/ysgol brif ffrwd, h.y. amheuir bod yr athro/aelod o staff wedi dal yr haint gan y plant
* pan fydd achosion a amheuir mewn mwy nag un plentyn sy'n mynychu ysgol brif ffrwd a bod yr achos cyfeirio'n achos a gadarnhawyd mewn aelod o'r teulu, h.y. gwyddom sut yr aeth yr haint i mewn i'r ysgol ond ymddengys iddo gael ei drosglwyddo ymhellach ac mae angen asesu i ba raddau y digwyddodd hyn.

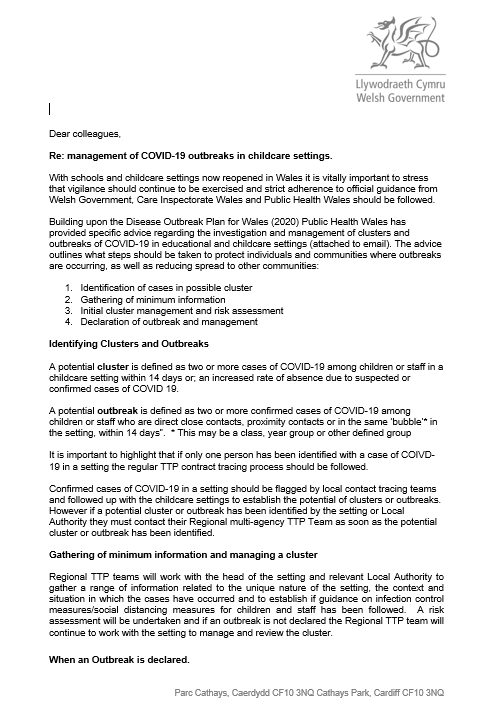
1. Bydd y ffordd yr ymgymerir ag unrhyw brofi torfol yn debygol o amrywio yn dibynnu ar natur unrhyw ddigwyddiad a'r lleoliad addysg a gofal plant, a'r ffordd gyflymaf a mwyaf ymarferol o gyflawni hyn. Yr IMT fydd yn penderfynu hyn. Gallai'r opsiynau ar gyfer ymgymryd â phrofi torfol gynnwys:
   1. gweithwyr iechyd proffesiynol yn cymryd swabiau gan blant a staff yn y lleoliad neu mewn clinig/safle dynodedig neu Uned Brofi Symudol
   2. rhieni'n cymryd swabiau gan eu plant a'r staff yn cymryd eu swabiau eu hunain yn yr ysgol
   3. y plant a'r staff yn cymryd eu swabiau eu hunain gartref ac yn eu hanfon drwy'r post

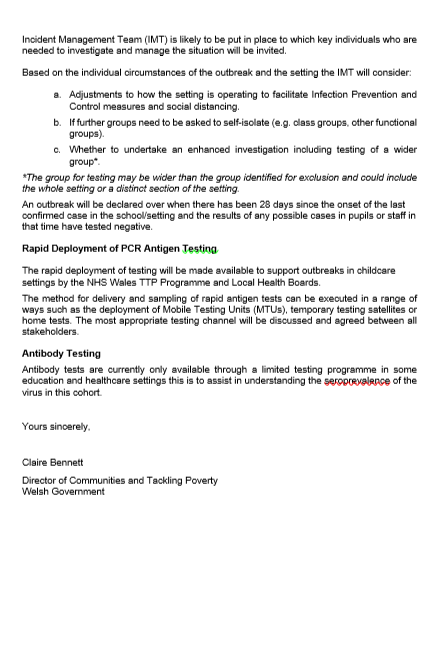
1. Dan rai amgylchiadau, gall fod angen cynnal ymchwiliadau pellach eraill i un o is-setiau'r digwyddiad. Gallai'r rhain gynnwys:
2. camau dilynol manylach mewn perthynas ag aelwydydd achosion positif
3. profion gwrthgyrff dilynol
4. profion genomeg
5. Mewn digwyddiad mewn lleoliad addysg neu ofal plant, bydd yn bwysig gweithio'n agos gyda chydweithwyr addysg yn yr ALl, a all ddod yn aelodau cyfetholedig o IMTs. Hefyd, dylai fod llinell gyfathrebu glir rhwng y lleoliad addysg neu ofal plant â'r IMT, gydag enw cyswllt (a ddylai hefyd fod ar gael y tu allan i oriau yn ddelfrydol). Dylid gofyn i leoliadau addysg a gofal plant ddiweddaru aelodau'r IMT yn rheolaidd am hynt y sefyllfa nes y bydd y digwyddiad wedi dod i ben.
6. Mae strategaeth gyfathrebu glir yn arbennig o bwysig mewn lleoliadau addysg a gofal plant, o ystyried faint o sylw y mae digwyddiad o'r fath yn debygol o'i gael yn y cyfryngau. Felly, mae'n hanfodol cynnwys cydweithwyr o dimau cyfathrebu o fewn Iechyd Cyhoeddus Cymru a sefydliadau partner yn gynnar.

**Dylid datgan bod digwyddiad wedi dod i ben pan fydd 28 diwrnod wedi mynd heibio ers dechrau'r achos olaf a gadarnhawyd yn y lleoliad addysg neu ofal plant a bod unrhyw achosion posibl ymhlith plant/myfyrwyr a/neu staff yn y cyfnod hwnnw wedi cael canlyniadau prawf negyddol.**









1. *See guidance at:* [*https://gov.wales/protective-measures-childcare-settings-keep-childcare-safe*](https://gov.wales/protective-measures-childcare-settings-keep-childcare-safe)*;* [*https://gov.wales/keep-education-safe-operational-guidance-schools-and-settings-covid-19#section-43726*](https://gov.wales/keep-education-safe-operational-guidance-schools-and-settings-covid-19#section-43726)*;* [*https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) [↑](#footnote-ref-1)
2. *See guidance at:* [*https://gov.wales/keep-education-safe-operational-guidance-schools-and-settings-covid-19#section-43726*](https://gov.wales/keep-education-safe-operational-guidance-schools-and-settings-covid-19#section-43726) [↑](#footnote-ref-2)
3. *Gweler y canllawiau yn:* [*https://llyw.cymru/mesurau-diogelu-mewn-lleoliadau-gofal-plant-cadw-gofal-plant-yn-ddioge*l](https://llyw.cymru/mesurau-diogelu-mewn-lleoliadau-gofal-plant-cadw-gofal-plant-yn-ddiogel); [*https://llyw.cymru/diolgeu-addysg-canllawiau-gweithredol-i-ysgolion-lleoliadau-addysg-covid-19*](https://llyw.cymru/diolgeu-addysg-canllawiau-gweithredol-i-ysgolion-lleoliadau-addysg-covid-19); [*https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings) [↑](#footnote-ref-3)
4. *Gweler y canllawiau yn:* [*https*://llyw.cymru/diolgeu-addysg-canllawiau-gweithredol-i-ysgolion-lleoliadau-addysg-covid-19](https://llyw.cymru/diolgeu-addysg-canllawiau-gweithredol-i-ysgolion-lleoliadau-addysg-covid-19) [↑](#footnote-ref-4)