

Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Schools Re-opening Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of this report.
 - 1.1.2 Note the actions taken to respond to Covid-19 and the return to schools.
 - 1.1.3 Approve the incremental reintroduction of extra-curricular activity.

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Schools Re-opening Update

2. Executive Summary

- 2.1 The City of Edinburgh Council developed a Delivery Phasing Plan as required by the Scottish Government of all local authorities in response to the COVID-19 pandemic and the route-map that sets out the phased lifting of restrictions. The Plan remains the basis for safe return to schools.
- 2.2 Appended to this report is the updated Schools Re-opening Delivery Plan (v6) which has been updated to reflect changes in the Scottish Governments *Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020 v2* which is also included in the appendix.
- 2.3 This update also sets out more general progress since the report to Policy & Sustainability Committee on the 6th August and schools opening on the 11th August 2020.

3. Background

- 3.1 This report provides an update following the report that went to the Policy and Sustainability Committee on the 6 August 2020.
- 3.2 Appended to this report is the updated Schools Re-opening Delivery Plan.

4. Main report

Learning & Teaching Update

- 4.1 While schools in Scotland have returned to delivering a full-time education for children and young people, Covid-19 continues to have the potential to interrupt learning; for example, through the closure of a school (or schools) within a locality or region, or through specific groups being required to self-isolate (e.g. classes, year groups or families). The need to maintain effective capability for remote learning for a period of time, therefore, remains essential. Schools are required, through their Renewal Planning, to set out and maintain clear, strong contingency plans for providing education remotely to some children and young people in such circumstances, in line with duties to provide education elsewhere.

Schools have been asked to set out their Needs Analysis and Plan, clearly stating how they will achieve this to ensure all learners are supported to engage in, and make progress with, their learning. This includes the need for schools to review their curriculum rationale and pathways, to reflect both the needs of their young people upon to school and to adhere to National and Local Health and Safety Guidance. The following details the arrangements in place in Edinburgh schools, in addition to in-school provision for teaching, learning and assessment, to ensure that no learner is disadvantaged through the need to self-isolate through the plans to provide continuity.

Support for Learners who are Self-Isolating

- 4.2 Short-term absences are likely to occur when children are symptomatic and are awaiting test results or where they are direct contacts of a confirmed case of COVID-19. Senior leaders, and teaching staff, will use professional judgement regarding the appropriateness of providing learning at home resources, and in what format, depending on individual circumstances. The school will know the young person, their family and their circumstances best. It is recognised that a learner who is absent for a day with cold symptoms does not require the same educational provision as a learner testing positive for Covid and isolating for 14 days. It should also be noted that a young person, when symptomatic, may be unable to engage in home learning.
- 4.3 Schools had developed a range of support measures, throughout the period of school closures, which they have returned to using when pupils need to self-isolate. This will include providing resource packs for parents & carers to work through with younger children or for children to engage with more independently. Where possible, learning will be shared virtually, for example by the teacher videoing aspects of a lesson to share via one-way video, and by uploading useful online learning resources for families to access. Two-way video has been enabled for pilot schools (Primary & Secondary), all Special Schools and for identified learners with complex additional support needs attending mainstream schools. There will also be a continued focus on supporting the wellbeing of learners and their families, through regular supportive contact from the school and other relevant partners.
- 4.4 The Additional Support for Learning (ASL) Service will continue to support remote learning where this is required for children and young people in mainstream schools who are supported at Pathway 3. This will be part of wider planning with the school to deliver learning at home for these learners where it is required.
- 4.5 Some parents/carers of young people attending Special Schools have also used online platforms to provide digital 'meets' for their children and young people during lockdown, and they will be encouraged to continue this in the event of children in a class or whole school having to quarantine.

Line Teaching- Closing the Gap Teachers or Others

- 4.6 As two-way video becomes embedded, we will be aiming to use Teams more interactively to support learning at home by streaming lessons to individuals who are quarantining, or to class groups where this is required. This may be through our 'Closing the Gap' teachers, who will be allocated to schools to support the delivery of

focused learning to enable children and young people to catch up on learning missed during lockdown. These teachers may also be used to take classes in school to release class teachers to provide live 1:1 teaching for the children and young people in their class in line with their individual learning plans. The 'Closing the Gap' teachers will be provided with additional training in order to meet the needs of the children in the school to which they are allocated, in order to enhance their professional skills and ensure that they are best equipped to meet the needs of these learners.

Digital Provision

- 4.7 A Digital Access survey has been issued by the Digital Learning team to identify the needs of learners across CEC schools. We want all learners in S4-S6 to have a device as soon as possible. As budgets allow, we will allocate more devices to more learners. It is very important that we make sure no child is left behind in learning, so we are targeting the resources we have at those young people who don't have devices. As part of the Council's Adaptation and Renewal programme, a workstream to take forward Digital Learning is established. This sets out the vision, the costs and the timescales for digital learning in the short, medium and long term. Having one-to-one devices for most learners is the aim of the Digital Strategy.
- 4.8 Additionally, all schools have been advised to make provision for digital learning through the use of devolved budgets and Pupil Equity Funding as appropriate. All schools will have a Digital Lead, and their own Digital Learning Strategy, as part of School Renewal Planning. This is essential in ensuring support for learners who are required to self-isolate.

Learning Grids

- 4.9 This approach has been widely used in Primary Schools, during school closures, to provide planned, contextualised learning experience, as appropriate to the needs of groups/individual young people. The choice of tasks will be guided by the teacher, informed by the curriculum plan and the attainment levels/personal learning targets for groups/individuals. This approach provides learners with choice in learning and helps ensure that parents and carers are involved in their child's learning, supporting their progression towards identified learning targets. Learning Grids support differentiation and assessment is for learning. Care is taken to ensure tasks are wide-ranging and inclusive for learners which do not involve digital access. This approach will be introduced in Special Schools. Within Secondary Sector, this is more prevalent in the BGE.
- 4.10 A "task force" has been established to collate, and maintain, a centralised resource of learning grids (through Teams) which utilises examples of very good practice from schools across Edinburgh and the SEIC.

Resources for Secondary Schools

- 4.11 During lockdown, learning at home resources were made available to secondary staff which continue to be strengthened locally and nationally. Secondary schools remain committed to planning for a blended learning model as a contingency plan. Within this, all secondary schools continue to strengthen their digital offer to support learning at home.

- 4.12 There is an Authority Lead Teacher of each subject whose role has been to promote and support the sharing of materials and resources, provide/organise high quality subject-specific professional learning for their network, and support teachers across the city as a knowledgeable point of contact who is able to represent their views and signpost to the latest national and local guidance. This role continues. Each Lead Teacher has a link officer in the Quality Improvement and Curriculum Service. The QICS will also distribute information and provide support to their link Lead Teachers as appropriate.
- 4.13 Support for the BGE, for various school leavers' cohorts, plus information about free online learning courses from providers such as FutureLearn and Open University, was created and shared through the Lead Teacher network. This remains valid and can also be accessed on the Edinburgh Learns@Home Resources site. This site operates as a portal to share core guidance documents and collated materials. There is also a wide range of Regional and National digital learning resources available to young people.

Clickview

- 4.14 ClickView is a cloud-based video-on-demand service made specifically for schools. It contains thousands of curriculum-aligned video clips, with associated learning resources, that can be accessed by teachers and pupils on any internet-capable device, in school and at home. ClickView also provides access to recordings of all free-to-air TV, allowing teachers to search, store and share specific clips directly with pupils. Lastly, ClickView provides all users with their own video library where any user-created video content can be uploaded and shared with others.
- 4.15 ClickView has been provided to all CEC students and teaching staff in Primary, Secondary and Special. Staff and Students can access the resource using their existing CEC login details. ClickView has app integration with Teams allowing the resource to be integrated with existing digital class setups and other digital class resources.

Communications

- 4.16 For each positive case recorded at a school, NHS Lothian lead on the communications. They liaise directly with the head teacher of each school who issues messages to parents/carers via text or e-mail informing them that there has been a positive case and that close contacts of the individual have been informed to self-isolate. In addition, reassurance messages from NHS Lothian are published on school websites and if required further reassurance messages are issued to parents. There is also close liaison between both the NHS and Council communications teams and senior Councillors are updated as cases are confirmed.

Facilities Management (Cleaning)

- 4.17 Facilities Management (FM) have created a guidance document to ensure that Cleaning and Janitorial Services can be provided and maintained to all relevant buildings in a safe manner, whilst Covid-19 conditions continue. Each educational establishment is cleaned daily by staff before the start of every day, using methods and cleaning products in line with the national guidance (Covid-19 decontamination-

in-non-health care-settings) to maintain high standards of cleanliness. Regular touch point cleaning to high volume areas is carried out at least twice daily by FM staff e.g. hand rails, door handles and push plates, sink taps, cistern handles, etc. Movement of children, young people and staff between classrooms is minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning supplies to enable the wipe down of desk/chair/surfaces before leaving and, especially, on entering the room is in place and working effectively. In addition to the enhanced Covid-19 cleaning requirements, each setting has been supplemented by treatment with medical grade electrostatic spraying technology and a patented disinfectant chemical which can be significantly more effective than regular cleaning as it kills the virus and eliminates human error with missed areas through manual cleaning e.g. walls, ceilings, under chairs and tables etc.

Transport

- 4.18 As the 100% return to school was confirmed at the end of July, the Passenger Transport Team had only a few days to finalise arrangements for all the required home to school transport routes and personalised services. The focus was delivering transport in line with policy to ensure equity of provision across the city. The dedicated and hard work of all the team, external contractors, pupils and schools has made sure this process has gone as smoothly as possible particularly given all the new rules and procedures in place to ensure safe travel. The team continue to deal with processing late applications and addressing any daily issues that arise with the transport arrangements.

Buildings

- 4.19 Ensuring safe access to buildings for pupils and staff during the return to school has been one of the biggest challenges. As guidance changes regularly, schools are supported wherever necessary by the CEC IMT to assist with the interpretation of guidance and implementation of any necessary building alterations.
- 4.20 While the 100% return to school reduced the need for blended learning or additional accommodation contingencies to be implemented, these were necessary for particular instances – e.g. where a new accommodation project was delayed due to COVID-19 construction shut down. The COVID-19 delays to construction projects will have longer term implications lasting throughout 2021 and potentially into 2022 and blended learning contingencies may still be required to be implemented in the future. An update briefing note on all Communities and Families construction projects has been provided to Policy and Sustainability committee members.

Risk - School Operations Risk Toolkit (SORT)

- 4.21 Schools are using a risk framework (SORT) to manage all risk assessments and guidance required in association with the response to Covid-19.

Risk - Engagement and Communications

- 4.23 A weekly briefing is in place for all headteachers and business managers where updates and actions for the week are presented followed by a SORT Risk Matters checklist. School colleagues use this to put actions in place through the school Health and Safety Working Group, these groups manage SORT and ensure all school staff know what guidance is in place and what their response roles and responsibilities are.
- 4.24 During Monday SORT briefings there is an opportunity for headteachers that have had a positive case in their school to share their experience with others.
- 4.25 SORT has a good practice zone where we share exemplar work between schools, an example of this is a checklist created by a headteacher who had a positive case, other exemplars include risk assessments/posters.

Risk- Incident Management

- 4.26 Schools are using the Coronavirus Toolkit developed by Health Protection Lothian. Reporting processes are in place for positive case/s. A representative from Schools and Lifelong Learning meets daily with the Health Protection Lothian team in terms of managing positive case/s, providing advice and support to schools.

Risk - Training

- 4.27 Training is available on Incident Management / Scenarios as well as Risk Management / Risk Assessment, these courses are available weekly and will continue to be offered throughout the response to support colleagues.

Outdoor learning (including sport and physical activity)

- 4.28 Outdoor learning is a core theme of the Council's Adaptation and Renewal programme with the Schools and Sport and Outdoor Learning (SOLU) Teams undertaking significant collaborative work. Examples include the temporary and targeted deployment of SOLU staff into schools (Active Schools, Swim Specialists and Development Officers); new online resources including lesson ideas, guidance and risk assessments; a SOLU professional development offer e.g. mandatory online induction training to 95+ primary probationers; launching the Outdoor Learning Map (<https://www.outdoorlearningmap.com/>); and delivering excursion advice, support and resources. Work continues, including widening the use of Edinburgh's green spaces.

Extra-curricular activities

- 4.29 A proportionate and incremental reintroduction of safe extracurricular activity from the start of Term 2 is recommended in Appendix 8.3. This incorporates the national hierarchy of risk and supports the continued safe reopening of Council schools.

5. Next Steps

- 5.1 The Delivery Plan will be kept under review and continue to be amended in line with Scottish Government and Public Health guidance.

6. Financial impact

- 6.1 The Scottish Government has provided additional funding of £5.389m to provide additional teachers and support staff to support education recovery during the 2020/21 academic year, as set out in section 4.6. In addition, further funding of £0.943m has been provided to support digital inclusion and 2,550 i-pads have been purchased as set out in section 4.7.
- 6.2 Further additional funding has been announced to support schools re-opening, specifically relating to cleaning, health and safety and home to school transport. An initial allocation of £1.307m has been confirmed for Edinburgh and a process to access a further national allocation of £30m is to be advised shortly.
- 6.3 The Council is incurring additional costs to backfill COVID-19 related staff absences and will liaise with the Scottish Government on funding for this as part of their education recovery monitoring.

7. Stakeholder/Community Impact

- 7.1 The governance arrangements surrounding the response to Covid-19 have been carried out in accordance with the legislation governing the Council, its responsibilities and duties in an emergency and with the Council's own governance documentation.
- 7.2 Regular and ongoing consultation and engagement with relevant Trade Unions will continue.

8. Appendices

- 8.1 Appendix 1 Updated Delivery Plan (v6)
- 8.2 Appendix 2 Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020 v3
- 8.2 Appendix 3 School Activities Timeline

LOCAL DELIVERY PHASING PLAN

Version 6.0
08/10/2020



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Version Control

Version	Date	Summary of changes
V5.5	04/08/2020	Taken as Original Document issued.
V6.0	08/10/2020	Appendix 8 – Updated Guidance for non-core staff and partners 18/09/20. Pg. 23 update to Section 5.5 P.P.E - Face coverings following updates from Scottish Government issued 25/08/20 Pg.31 Section 6.4. Link to updated FAQ for Face Coverings on School Transport following updates from Scottish Government 25/08/20

Section One – Introduction

The City of Edinburgh Council has developed a Local Authority Delivery Plan as required by the Scottish Government in response to the COVID-19 pandemic.

The plan sets out the steps the Council will take to reopen and reconnect schools; directed by the latest guidance issued by Scottish Government published 30th July 2020 and Public Health Scotland.

The plan is to have children back in schools on from August 12th in the form of an induction week, with full 100% attendance commencing on Monday 17th August at the latest. **It must be noted however that a 100% return to school is not a return to normality.** This updated plan reflects the latest scientific evidence and advice and the significant progress that Scotland has made in suppressing the virus. It remains contingent, however, on continuing success in this regard and prevailing public health guidance

As per Scottish Government guidelines, the contingency plan to allow a blended learning model to be delivered is continuing to be developed, alongside a fully comprehensive digital model.

The delivery plan was a collaborative process between service managers, head teachers, and school management and was subject to consultation with trade union representatives. The plan aspires to ensure that the City of Edinburgh Council's response to schools re-opening is underpinned by the principles of consistency and equity, to ensure the **best teaching and learning for all.**



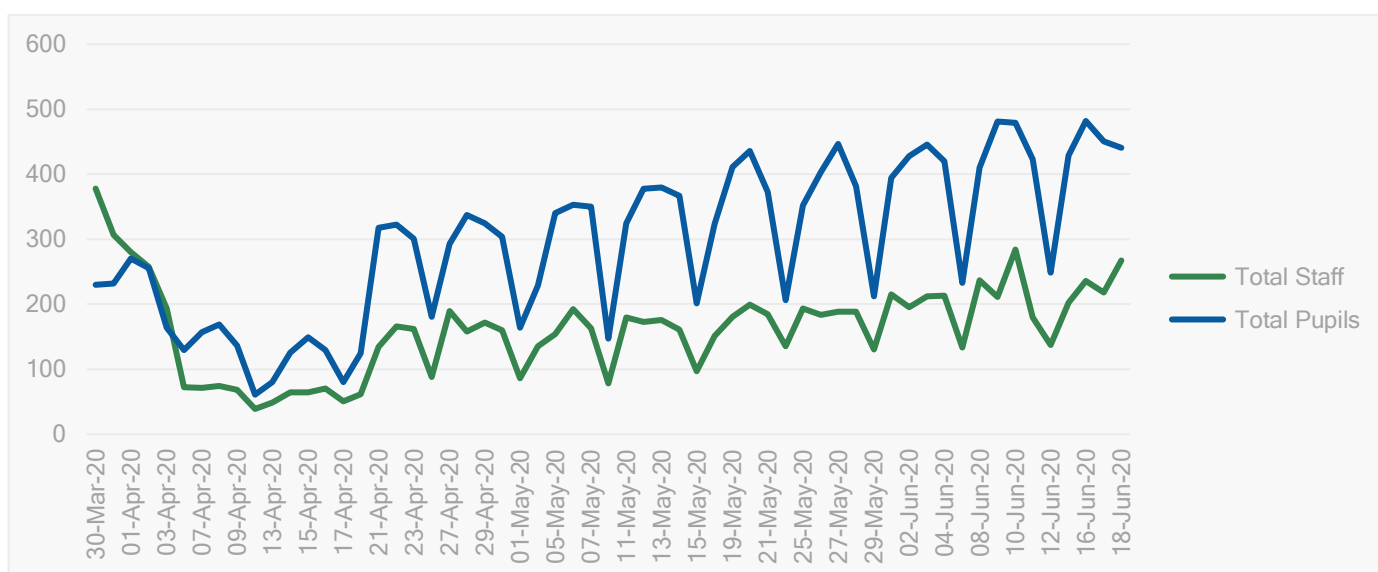
Section Two – Position Final Term 2019/2020

Prior to Lockdown and closure of schools, the City of Edinburgh Council operated 148 educational establishments catering for around 49,000 pupils.

2.1 Establishment of Hubs

During April, May and June, City of Edinburgh Council is operated ten hubs across the city, offering full time education of children of key workers and vulnerable pupils. The number of children attending these hubs grew throughout this period, with the average number of children being looked after in a hub setting around 470 children in Early Learning Centres and 420 pupils per week in mainstream schools, and 40 per week from Special Schools (930 total) typically represented by 2/3 key workers and one-third vulnerable pupils. This represents around 2% of the pupil population with the remaining 98% learning from home.

The graph below shows pupils (minus early year learners) attending hubs since the end of March.



2.2 Provision to Vulnerable Children

In addition to accommodating vulnerable children in hub schools, in recognition that many challenges faced by families that impacted on children were finance related, the City of Edinburgh Council has provided food parcels for 2,310 pupils across the city in addition to providing free meals for all children attending hubs.

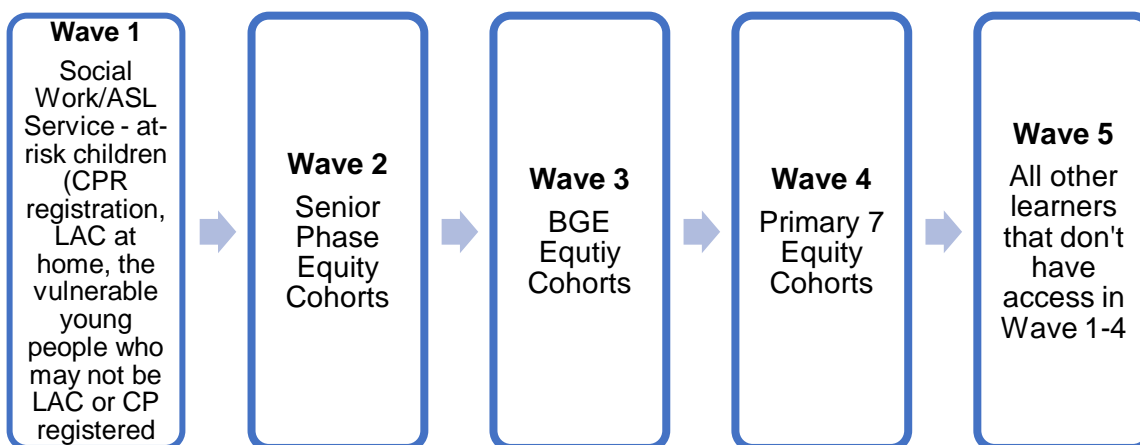
2.3 Commencement of Digital Learning

EdinburghLearns@Home Guidance was issued iteratively to schools and to parents and carers pre-lockdown onwards. This provided sample timetables, recommended time-on-task and specific information on how learning content would be accessed. Digital devices were issued from school stocks and arrangements made to provide vulnerable learners with devices and Wi-Fi access. Almost all schools radically increased their use of digital learning. High parental satisfaction was noted in schools making extensive use of Digital Learning.

It is important to ensure that all good practices and lessons learned during the lockdown phase of the pandemic continues to be developed. The agile and dynamic response required to address emerging needs, needs to continue the need for agility and the ability to adapt quickly to a changing environment is likely to be required for some considerable time.

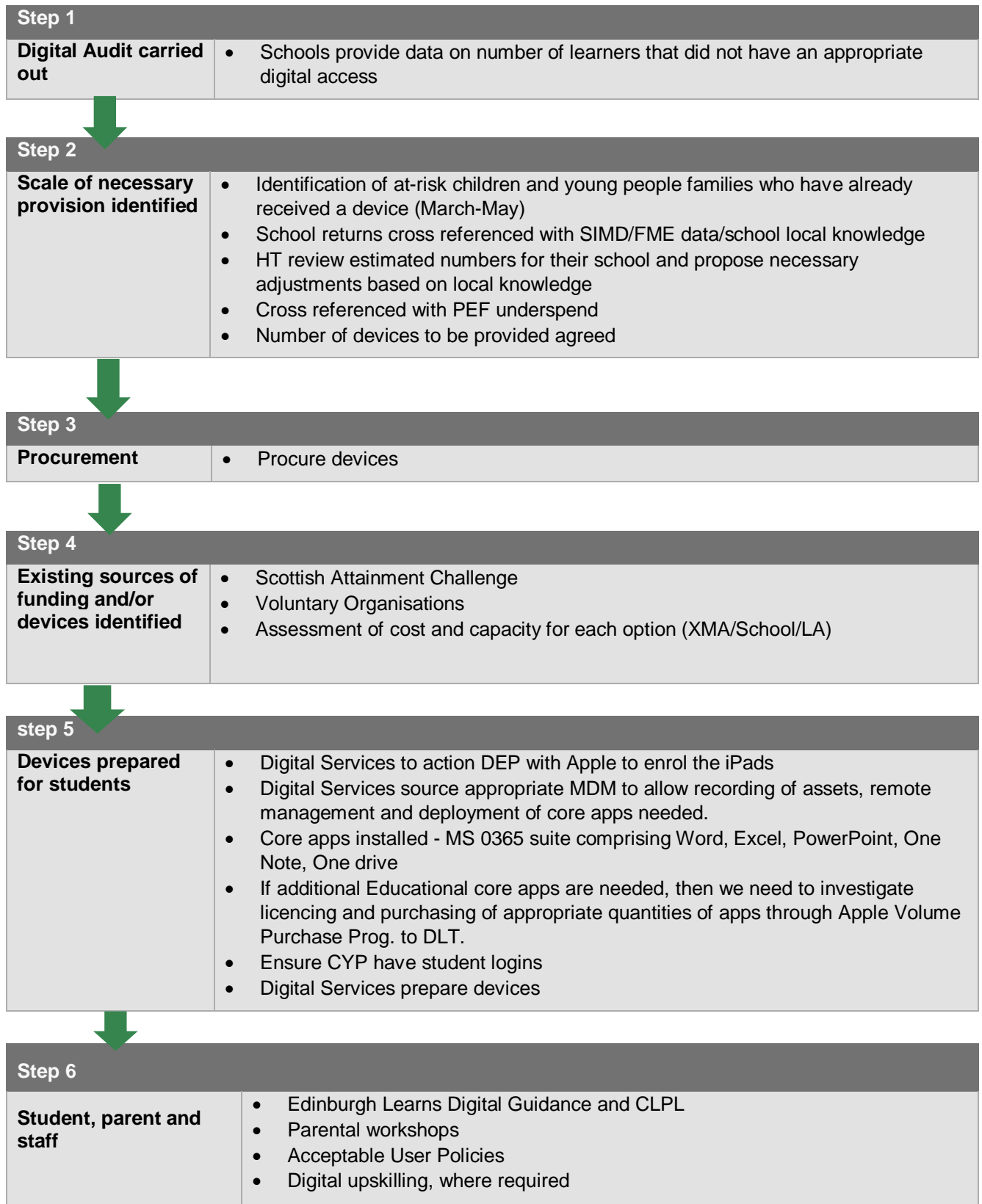
Before lockdown, we had 3,000 Teams sites across learning and teaching. Today we have nearly 13,000 Teams.

The City of Edinburgh Council's Digital Connectivity flowchart outlines the steps we are taking to support access to digital devices during this time, ensuring the most vulnerable children and young people are not disadvantaged.

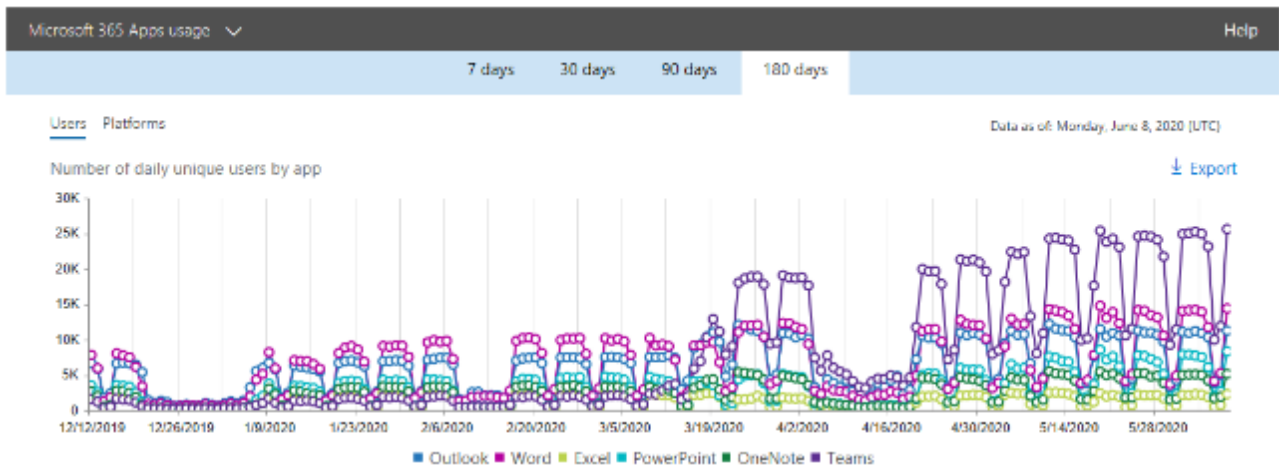


There are currently over 20,000 devices with families in the city with the final devices for Wave 2 (above) scheduled to be delivered over the Summer Break. The aim is to ensure each child has access to their own device, audits are underway to identify gaps.





The graph below shows O365 App usage over last 180 days during final term.



The graph below shows Microsoft Teams regarding pupil engagement over the last 180 days in the final terms. The green line is the most interesting, as it takes in app features such as Assignments, Class Materials, PowerPoint, Sway etc. These are the aspects that pupils will have been engaging with directly for learning activities.



Section Three – Phased Plans 19/2020

3.1 Scottish Government Phases for Easing of Lockdown

Phase	Epidemic Status	National Guidance – Schools and EY	Local Authority Arrangements
Lockdown	High transmission of the virus Risk of overwhelming NHS capacity without significant restrictions in place	Schools and childcare services closed. Measures in place to support home learning and provide outreach service to vulnerable children Critical childcare provision for key workers and vulnerable children	School buildings closed to pupils and staff. 8 mainstream hubs open for children of key workers and vulnerable pupils and three special school hubs for children with complex additional support needs,
One	High Risk – virus not yet contained Continued risk of overwhelming NHS capacity without significant restrictions in place	School staff return Increased number of children accessing critical childcare provision Transition support available to pupils in P1 and S1 where possible	School buildings open to staff on a controlled basis, to allow preparation for Term 1. Hubs remain open for children of key workers and vulnerable pupils. Enhanced transitioning available for children requiring the support
Two	Virus is controlled but risk of spreading remains Focus on containing outbreaks	As phase one	As phase one
Three	Virus has been suppressed. Continued focus on containing sporadic outbreaks	Children return to school under a blended model of part-time in school teaching and PT in home learning Public Health measures in place. All childcare providers re-open with available capacity prioritised to support key worker childcare, early learning, ELC entitlement and children in need	Physical Distancing – where appropriate for children in school limited classroom capacity Blended learning- groups attending school in rotation. Extended hours -Staggered start and finish times Universal lunch offering- free school meal payments continue for days eligible children not in school Optimisation of outdoor learning
Four	Virus remains suppressed to very low levels and is no longer considered a significant threat to public health	Schools and childcare provisions operating with and necessary precautions	Minimal physical distancing .All pupils attending daily with continuation of staggered start and finish times

3.2 Local Authority Delivery Plan Overview

The City of Edinburgh Council has developed its approach to the re-opening of school buildings focused on the needs of pupils and staff. It is firmly based on all available Scottish Government and Public Health guidance aligned with the four phases of the national plan for returning childcare, early learning and schools realising equity and consistency wherever possible. This Local Authority approach will guide the development of Individual School Recovery Plans. All phases and dates assume the continuation of the current downward trajectory of virus infection in Scotland and no change in local reporting in Edinburgh.

Key Principles

- Maximises face to face teaching time
- Considers scientific and medical advice
- Wellbeing of staff and pupils carefully considered
- Simple accessible risk assessments of individual facilities
- Implements public health measures and increased hygiene measures
- Provides high quality in-person learning
- Flexibility to move quickly back to virtual or blended learning if needed.
- Clear communication with pupils, parents and staff to ensure confidence

3.3 Local Delivery Plan, Phase One

8 June – 26 June 2020

The first phase of the return to schools following COVID19 closures was the ability for staff to return to school to allow schools to plan effectively and meet the requirements required for Term One. The table below shows the plan as it happened:

Staff Attendance	Staff made phased return to buildings w/b 8 June
Learner Attendance	Existing registered children of key workers and vulnerable pupils Some pupils were invited to attend enhanced transition days.
Key Worker Children and Vulnerable Pupils	The existing hubs continued to operate with the same attendees Pupils from Special Schools who had attended hubs returned to their own schools
Home Learning	Early years staff continued to maintain contact with families and encourage engagement with tasks Teachers continued to deliver home learning in all other settings. Head Teachers supported staff to balance home learning with commitments to undertake duties at school buildings.
Transitions	Pupils requiring enhanced transitions – took place w/c 22 June

Transport	Where required and agreed, transport continued to be provided for pupils to attend hubs/ schools
Catering	Continuation of existing school meal provision available at operating hubs.
Cleaning	Maintain existing cleaning routines in centres that have been operating as hubs. From 1 st June, pre-clean, followed by regular scheduled cleaning routines in establishments that have been closed
IT and Technology	Where staff can more effectively deliver online learning by attending school – they could do so.
Inclusion and Wellbeing	Children’s needs placed at heart of all decision-making process in plans to reopen. Supporting all vulnerable children and those whom vulnerabilities have emerged during lockdown
Communications	Council communications team provided advice and guidance on all aspect of comms. CMT approved all communications Schools developed regular communication with parents on model offered

3.4 Local Delivery Plan, Phase Two

29 June – 7 August 2020

The second delivery phase involves the maintenance of provision over the summer holiday period for eligible children of key workers and for vulnerable pupils where it is deemed necessary for their wellbeing to attend.

Delivery Phase Two	Early Years Settings	Holiday Hubs	Holiday Hubs – Special Schools
	Young children eligible for attendance at nurseries and childcare centres at operate over the summer. Parents will be notified regarding eligibility.	In line with national guidance, provision will be made for eligible pupils identified as being vulnerable and in need of access to care provision. Certain classifications of key worker will be able to use hub provision for their children	One hub in place in one special school for children with additional support needs that we are staffing. This is for keyworkers plus children with additional support needs from families under stress.

		Should operational capacity allow, provision may also be made for children who would typically have attended PEF Summer Clubs.	<p>Forest school provision with one to one staff ratio for a small number of children who have vulnerabilities</p> <p>We have commissioned 3 third sector agencies to run small hubs in our premises for children with additional support needs from families under stress.</p> <p>We have commissioned 2 third sector agencies to run hubs in their premises for children with additional support needs from families under stress</p> <p>We have commissioned another third sector agency to run sessions for children with additional support needs and their families from families under stress</p>
Staff Attendance	Early years staff teams attending at designated childcare centres, which will operate during the summer break.	Broad team of staff drawn from the Quality Improvement Team, Early Years and Lifelong Learning will be allocated to area hubs that will provide summer activities/care.	Team of staff drawn from special schools and the ASL service will be allocated to Braidburn School Hub and Forest Schools provision and third sector partners
Key Workers and Vulnerable Pupils	Early years settings will continue to offer places, by agreement, for children of key workers and those assessed to be vulnerable	The initial priority for attendance at Summer Hubs will be vulnerable pupils. Agreed classifications of key worker will also be able to	See above.

		access provision on a needs basis.	
Transport	By prior agreement, transport may be provided where it is critical to attendance to do so.		
Catering		A limited meal service will be provided to children attending hubs.	
Cleaning	Existing robust building cleaning routines will be maintained in centres that are open to children. Additional guidance will be provided to centres regarding the cleaning of toys and equipment.	Cleaning routines will depend on the exact use of each building during the summer, but existing robust cleaning routines will be in place where buildings are in use.	
Other Infrastructure	Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.		

3.4.1 Summer “ Discover!” Programme

Discover! Online has been developed in response to Covid-19 to allow qualifying vulnerable families to continue to access food provision and fun learning activities remotely during the summer holidays and beyond. The aims of the Discover! online programme remain the same:

- reduce food anxiety and financial stress over school holidays
- help reduce the poverty related attainment/achievement gap;
- reduce social isolation, and promote healthy eating

Discover! Online has been developed and delivered through a strong partnership between CEC Lifelong Learning and Edinburgh Community Food (ECF). Other significant contributions to the online programme of activities have been made by Active Schools, The Royal Observatory Visitor Centre and Edinburgh Zoo, as well as sessions delivered online by previous *Discover!* programme storytellers, artists and dance and relaxation specialists.

The core elements of *Discover! Online* are:

Discover in a Box: A weekly box delivery, packed by Edinburgh Community Food and Schools/ Life Long Learning staff and delivered by CEC fleet services. Each box is themed around a country. The box contains fresh food ingredients and resources (supplied by ECF), art materials, information on support services, healthy eating etc and an Active Schools pack with the first box delivery. These resources allow families to take part in the Edinburgh Discover Facebook group activities.

Edinburgh Discover Facebook Group: this is the family facing part of *Discover! Online* where content is shared with and between families. This includes Live and pre-recorded activity sessions, links to other local and citywide services and resources and family posts.

There are around 150 families who are now members of the Edinburgh Discover Facebook Group. Families regularly share posts of their children cooking and enjoying the meals provided, art work and provide support to each other. Some amazing comments from families have been received, such as those featured below:

'my son never eats or even wants to leave his room nowadays....pre-teen life. But today he helped make our fajitas with all the veg included and is currently loving his fajitas and said the peppers and onions were really nice....buzzing that getting him into the kitchen cooking his own meal has encouraged him to try foods he wouldn't normally dream of. Thanks Discover!'

'You are brilliant Discover for getting us all motivated , lockdown was beginning to drag us down- now we have a new lease of life.'

'Received my amazing box. Full of art stuff, sciences stuff, yummy food and equipment. Recipes and lots of activities to do! You are amazing Discover! Can't wait to start the fun! Thank you so much 😊'

Discover! is also beginning to share the Summer Reading Challenge, home learning literacy and other catch up learning resources and links with the **Discover!** Facebook Group – each family in the group was recommended to **Discover!** as a family living in poverty and where the cost of school holidays and learning loss meant the children were falling behind in their learning.



3.5 Local Delivery Plan, Phase Three

10 August onwards

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and controlled manner. As far as possible pupils will remain within the same groups throughout the school day.

Delivery Phase Three	Early Year Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff return on 10 August – 2 days training, There is a projected worst case scenario of 15% absence rate, this gap will be filled by NQTs and Supply Teachers.			
Pupil Attendance	Operational Maximum whilst maintaining peer groups. Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive a minimum of 600 hours of ELC provision,	Full Attendance from week 2 based on no physical distancing between pupils. Where possible same peer groupings will be maintained throughout the school day.	Full attendance from week 2 with physical distancing maintained where possible. Where possible same peer groupings will be maintained throughout the school day.	Full attendance from week 2 Pupils will be placed in appropriate groups. Where possible same peer groupings will be maintained throughout the school day.
Key Worker Children and Vulnerable Pupils	There will no longer be a need for additional Key Worker/ Vulnerable care			
Home Learning for periods of self isolation/ and or any school closures	When children are not able to attend school, staff may provide engagements activities to undertake at home, with a focus on creativity and active play	Direct teaching in schools will sit aside home learning that follows up on core in-school teaching. Where schools are closed this would revert back to a full digital learning model. Resources developed for home learning should be retained and used where it can support children with interrupted learning including self-) or who have difficulty attending school.	Direct teaching in schools will sit alongside home learning that follows up on core in-school teaching. In-home learning activities will be extension activities that link to the in-school experience. Digital learning will be utilised as appropriate to learners' needs.	

				Resources developed for home learning should be retained and used to support children who may have difficulty attending school.
Catering	Meal provision for eligible children attending nursey	<p>Provision of a limited menu packed lunch menu (Soup/sandwich) for children attending schools. As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely</p> <p>Where registered for free school meals, and when pupils are not attending at school (through self-isolation or school closure) an equivalent monetary payment will be made to parents.</p>		
Transport		<p>No physical distancing or any elements of social distancing on transport.</p> <p>If prevalence of the virus increases, distancing may be required and use of face coverings introduced.</p>		
Curriculum	Heavily play based and focus strongly on outdoor learning and play	<p>Clear adherence to school values will remain and pupil participation encouraged.</p> <p>The focus of the curriculum in the lower primary years should be strongly play and experience based and balanced with high quality direct teaching in key areas of Literacy, Numeracy and</p>	<p>Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools</p> <p>Extended and embedded use of digital learning will continue – as risk mitigation for future outbreaks or lockdown</p> <p>Outdoor learning opportunities will be maximised.</p>	<p>The curriculum will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school.</p> <p>Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds.</p> <p>Extended use of digital learning will continue as appropriate to learners' needs, to</p>

		<p>Health & Wellbeing.</p> <p>In upper primary years, the curriculum will focus on focused quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing.</p> <p>Outdoor learning opportunities will be a key feature</p>		<p>support continuity in learning in event of outbreak or lockdown.</p>
Cleaning	<p>Existing robust daily building cleaning routines will be maintained in all educational settings</p> <p>Electrostatic / Fogging infection control cleaning deployed as BAU</p>			
IT and Technology		<p>Audit of devices to ensure suffice for needs, and flag any issues, further devices needed.</p> <p>Ensure a robust support infrastructure is in place.</p> <p>Start delivery of the longer-term solution for digital devices for learners and teachers</p> <p>Schools that do not operate 1 to 1 will recall loaned devices to begin sharing them across classes, assuming all hygiene controls have been met</p> <p>A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.</p>		
Communications	<p>Robust communications will remain in place with parents/carers informed in a timely manner of any changes</p>			

Section Four – Critical pre-opening requirements

Before considering the re-opening of school buildings several critical measures and operational checks and procedures were put in place, and the following plans drawn up.

4.1 Ongoing Digital Learning

Digital Learning remains a key element in the 100% return model, for the reasons below

- Digital Learning mitigates the risk that should any school be closed down, either through localised outbreak or through a second wave, learning continues seamlessly.
- Test and Protect may see various numbers of children (and teaching/ support staff) placed in self-isolation for numerous periods throughout the term/ academic year. Digital Learning will allow the continuation of home learning during these self-isolation periods.
- The Digital Learning is a crucial aspect of the Blended Learning model, that is outlined in the contingency plan.
- Digital Learning is a core part of any 21st Century education service vision and was clearly mapped out as part of the Edinburgh Learns vision and Learning Strategy vision

All our school colleagues and upper primary and secondary pupils have access to Microsoft 365, so they can communicate, collaborate and engage in learning experiences. It is important that we respond to our pupils in age and stage appropriate ways and so some Early Years lower primary pupils and special schools continue to use Learning Journals to support their learning.

4.2 Completion of Risk Assessments

A complete toolkit of risk assessments was developed for each educational establishment, agreed by workgroups, including where appropriate trade union representatives.

The Schools Operational Toolkit (SORT) developed and distributed to all schools an example of which is provided in Appendix One.

Schools have been asked to undertake risk assessments in:

- Infection control
- First aid
- An update to fire safety risk assessment (if required) e.g. changing routes etc
- Closure risk assessment (if required)

Catering and Cleaning risk assessments must be shared with central team by emailing relevant department.

The guidance for practical subjects provides exemplar risk assessments for all practical subjects

4.3 Readiness of Buildings

School buildings that were not being used as hubs were fully prepared for re-opening (initially to staff and then to pupils). Checklists were completed for each building including pre-cleaning routines, health and safety testing, legionella water testing, fire safety checks and the provisions of PPE and other hygiene supplies. Prior to pupils returning in August all buildings will have undergone an electrostatic fogging regime (See section 5.3)

A crucial part of planning for the return of pupils in August is to safely access schools. Road Traffic colleagues are assessing every school; making required changes where possible to allow the best

access, this can include but not limited to; temporary widening of pavements, temporary traffic restriction orders, and identifying parks and stride opportunities. This will be coupled with staggering opening hours, on a school by school basis, to allow for the continuing physical distancing still be in place between adults, and allowing children to maintain groupings as far as possible.

4.4 Continuation of Hubs

There is a need to maintain provisions for children of key workers and vulnerable pupils throughout the summer holidays. The current provision of eight mainstream hubs was reduced to 6 hubs on 29th June. All pupils attending hubs from Special Schools returned to their regular Special School on 15th June. All hubs will be closed after Friday 7th August.

4.5 Readiness to Adapt to Change

Planned into all risk assessments is the ability to respond quickly to changing status of the pandemic, either nationally or locally. This includes the ability to rapidly close/ re-open schools, respond to staff and pupils isolating under the Test and Protect programme, or further re-purposing of other buildings in response to emergency situations.

As part of School Renewal Planning, all schools will be asked to maintain up to date Risk Assessments and plans to ensure continuity for every theme:

- Health and Safety; Wellbeing and Resilience; Teaching, (Blended) Learning and Assessment; Inclusion, Equality and Equity

Should schools be required to close down sporadically, we will monitor and engage with them on an individual basis to ensure that their Blended Learning Plans allow for smooth uninterrupted learning, with the maximum amount of face-to-face learning possible. Quality Improvement Education Officers will liaise closely with Headteachers and report to the Senior Education Manager. The quality of Blended Learning provided will be kept under review, assessed against the strategic framework set out in the School Renewal Planning section.

4.6 Preparation for further School Closures

It is also possible that an outbreak of COVID19 in an educational establishment in Edinburgh, could result in the City of Edinburgh Council making the decision to close the school. In these instances, the views of clinical and medical experts will be the most important factor when deciding to close a school.

The City of Edinburgh Council also has the authority to close schools for reasons of Health and Safety. These closures could last for relatively short periods such as weather-related issues, or longer periods where building are damaged and become unsafe.

- Schools would use the school closure risk assessment and the closure would be managed in the usual way between the authority (Schools and Lifelong SLT) and the school in respect of closure decision making, if the closure is related to Covid19 Health Protection Lothian would also be involved.
- At the SORT briefings we have asked colleagues to consider closure scenarios.
- The option for vulnerable and key worker children to be relocated to hubs.

4.7 Workforce Planning

The last staff survey taken in June gave an indication of the number of absences that could be expected for the August return. These include shielded individuals, those living in shielded households and those classes as clinically vulnerable. As we have been unable to contact staff throughout the summer period, there is no updated data to re-assess these numbers in a meaningful way.

Whilst shielding has ceased, our staffing plans continue to portray the worst case scenario, and allowed for a 15% absence in teaching/ support staff (900 staff), This number will be reviewed as soon as is possible.

Another consideration in workforce planning is closing the attainment gap that has increased for certain pupils during lockdown. The Scottish Government announced £50m national funding to help bridge that gap by employing extra teaching staff to support the service. Edinburgh City Council received £3.36m of this funding and has used it to recruit 70 newly qualified teachers across all educational settings, plus additional support staff.

A further £30m of national funding was announced on 30th July to aid in the recruitment of additional teachers. City of Edinburgh Council have yet to receive confirmation of their allocation from this new fund, however as soon as this is received further recruitment will take place and is likely to boost numbers by a further 30.

There are over 200 Specialist non-core teaching staff that will be required in some circumstances to teach outwith their specialism to ensure that seamless learning takes place.

The Council has surveyed all supply teachers on their list and has updated availability on all potential staff, allowing quick recruitment. The use of supply teachers needs to be carefully managed and guidance will be given to schools prior to schools re-opening on how this should be managed.

4.8 Communications

Throughout the pandemic period City of Edinburgh Council have regularly engaged with the wider stakeholder community; unions, parents, teachers etc. This will continue throughout the entire pandemic to ensure a collaborative approach is reached.

Fortnightly communications have been agreed as a minimum interval of interaction between City of Edinburgh Council and parents. Parents will receive text alerts to inform them that there is new information on the Council website.

Parent Council Network discussion forums have been set up to help parents prepare for changes to school, these will be held virtually on a locality basis and cover the following topics, Health and Safety, Mental Wellbeing, and Equality and Inclusion.

4.9 Out of School Care

As of 15th July Childcare facilities are able to re-open, however City of Edinburgh Council will not be opening any council properties for 3rd party childcare during the summer holiday period. This is to allow the Council to undertake the preparations of buildings prior to the school return in August.

When schools return on 12th August, 3rd Party providers of childcare solutions will be able to operate in a wrap/round care function (Breakfast and Afterschool clubs) in council premises as long as the appropriate procedures are in place.

Appropriate risk assessments need to be completed by 3rd Party, alongside a summary of the services they wish to resume/ undertake. These documents will be taken to the Operations Board for approval prior to final approval by Council Leadership Team. These forms and risk assessments are currently being drafted and should be issued in final format to 3rd parties in the near future.

If for any reason, a 3rd Party, is not able to return to their previous premises (repurposing/ availability/ building readiness) the Council will endeavour offer an alternative interim premises.

City of Edinburgh council are committed to do all it can to support the re-opening of all youth work programmes, in a safe and sustainable manner. The Council is mindful that children and young people need holistic support and these highly valued programmes are key to the wider wellbeing and education of our youth.

Section 5 – Hygiene, Health and Safety

Public Health Scotland will continue to inform Scottish Government decisions around a return to school buildings.

The City of Edinburgh council and NHS Lothian continue to work closely to prevent and control infections in educational establishments. Health Protection Scotland will be alerted to all positive cases arising in Schools and other educational establishments.

All establishments will remain alert and vigilant in regard to pupils and staff developing symptoms of Covid-19 and have processes in place to safely isolate anyone showing symptoms pending an immediate return home. Safe isolation areas within establishments will be pre-identified and well ventilated.

5.1 Test and Protect

Anyone who tests positive for Covid-19 will be contacted by their local health authority (note not all teachers reside in NHS Lothian), and all “close contacts” will be identified as part of the Test and Protect Programme. Close contacts are currently defined as anyone living with them, plus anyone who has been within 1 metre of them for any duration of time, and within 2 metres of them for 15 minutes or longer. All such close contacts will enter 14 days isolation at home.

Enabling everyone to adhere to increased hygiene measures such as hand and respiratory hygiene measures will be key to minimising the risk of spread and the disruption to delivery of educational services such periods of isolation would cause.

All staff will be familiarised with the details of the national Test and Protect Programme.

5.2 Who can attend school?

School will only be open to staff and pupils who not self-isolating and show no symptoms of Covid-19.

There is some evidence that Covid-19 may impact disproportionately on some groups (Minority Ethnic communities with underlying health conditions), individual risk assessments can be undertaken if welcomed by the individual concerned.

5.3 Cleaning

All areas of the educational establishment will be cleaned daily by staff before the start of every day, using methods and cleaning products in line with the national guidance (Covid-19 decontamination-in-non-health care-settings) to maintain high standards of cleanliness.

Each school will be treated with medical grade electrostatic spraying technology and a patented chemical which is significantly more effective than regular cleaning as it kills the virus and eliminates human error with missed areas through manual cleaning i.e. Walls, ceilings, under chairs and tables etc. The medical grade technology and patented chemicals kill 99.99% of pathogens, has a residual value of up to one month and is used within the NHS. (Regular cleaning only kills approximately 11% of pathogens).

CEC Scientific Services have been consulted in relation to the use of this product, they have provided assurance it is safe to use and has already been used in Holy Cross Nursery and Seafield Waste and Cleansing unit (March 2020) as well as the Ross Band Stand Fountain.

Movement of children, young people and staff between classrooms should be minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning supplies to enable them to wipe down their own desk/chair/surfaces before leaving and, especially, on entering the room will be part of overall hygiene strategies for secondary schools.

Children /young people and staff should be instructed to keep bags on the floor and not on their desks or worktops.

5.4 Ventilation in buildings and the use of outdoor space

Staff will ensure good ventilation by keeping windows and doors open where possible.

Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.

Where possible, Staff will increase the supply of fresh air, for example, by opening windows and doors (unless fire doors or final exit doors where there is a flight risk). Any windows fitted with window restrictors must not be bypassed to increase opening width - this would compromise child safety.

Schools can consider the circulation of outside air can be improved by using ceiling fans or desk fans for example, provided good ventilation is maintained. The risk of transmission through the use of ceiling and desk fans is extremely low providing there is good ventilation in the area it is being used, preferably provided by fresh air.

The risk of air conditioning spreading coronavirus (COVID-19) is extremely low as long as there is an adequate supply of fresh air and ventilation, and therefore schools are encouraged to continue using most types of air conditioning system with the exception of centralised ventilations system that removes and circulates air to different rooms it is recommended that the recirculation is turned off and a fresh air supply is used. Corporate Property are supporting in respect of individual establishment advice.

Outdoor learning options have been maximised for each establishment, and outdoor informal classrooms set within a natural setting (parks/ forest/ beach) within 2 miles of the school will be used when possible.

5.5 PPE

For the majority of staff in schools, PPE will not normally be required or necessary. All schools have set risk assessment processes for the use of PPE, and all schools have been supplied with sufficient readily available PPE and staff will be trained on its use.

Risk assessments already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments have been updated and can be found in Schools Operational Risk Toolkit (SORT).

Local infection control procedures that outline safety and protocols should also be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.

The types of PPE required in specific circumstances are set out below:

- Routine activities: No PPE is required when undertaking routine educational activities in classroom or school settings.
- Suspected COVID-19: Gloves, aprons and a fluid-resistant surgical mask should be worn by staff 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.
- Intimate care: Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding.
- 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 and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

Face coverings

[Link to Scottish Government advisory note on face coverings in schools](#) – updated and effective from 31st August 2020.

The impact of wearing a face covering for learners with additional support needs including any level of hearing loss should be carefully considered, as communication for many of these learners including hearing impaired young people relies in part on being able to see someone's face clearly. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning. Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission.

Schools should raise awareness amongst children, young people and staff about the correct way to remove and store face coverings when those who use them (e.g. on public transport) arrive at school. Cloth face coverings should be washed regularly and in accordance with current advice.

5.6 Handwashing

All entrances in use within each building will have hand-sanitiser dispensers, and hand-sanitiser will be available in each room in every school setting.

Stocks of soap and hand sanitiser will be checked and replenished before the start of the day by facilities management staff.

Hand washing posters will be on display throughout the buildings and children and staff should wash their hands with soap and water for 20 seconds or more, or use alcohol hand sanitiser when:

- entering building
- before eating/ handing food
- after sneezing/ coughing
- after going to toilet.
- before/after using shared equipment



5.7 Risk Assessment Process

No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment for the return of staff to school buildings (See SORT – Appendix One)

School Operational Risk Toolkit has been issued to each educational establishment alongside user guidelines (Appendix two). Each establishment has a risk workgroup that continue to review and updated any risks and mitigations and ensure circulation.

In the new school year a SORT video will be issued to all school staff at in-service. SORT debriefs and workshops will be ongoing in response to the risk context.

5.8 Access to Toilets

Under 100% return access to toilets would be as they were in a pre-covid world, with extra emphasis on hygiene and hand washing. Physical Distancing will be encouraged in secondary schools. If possible in primaries toilets will be allocated to groups and clear visuals showing which toilets are allocated to each group will be required.

Under both models all toilets will feature graphics emphasising the importance of handwashing routines, and notes that the youngest children may need handwashing supervised.

Cleaning of toilets will follow HPS guidance and ASSIST FM guidance (FM functions across all local authorities in Scotland).

Section 6 – Practical Measures to support Physical and Social Distancing

Under the 100% plan, the intention is for no physical distancing to be imposed between younger children and there is a recognition that physical distancing will not be appropriate for some secondary-aged learners with complex additional support needs; however distancing is actively encouraged in mainstream secondary schools and there is a physical distancing requirement between adults at 2 metres, and adults and children whenever possible.

In addition to physical distancing all schools will introduce measures to reduce social interaction between groups of pupils. Secondary Groups will be as far as possible socially distanced in the form of year groupings for and classroom groupings will be the norm for primary schools.

To minimise infection and transmission risks of Covid19 establishments need to maintain separation between adults at all times, and where possible decrease interaction between groups of pupils

6.1 Maintaining Separation Between Adults (Physical Distancing)

All staff within schools will be required to abide by the physical distancing measures in place wherever possible (currently 2 metres). While we recognised the benefits of social areas for staff the use of staff rooms will be actively discouraged due to the difficulty in effectively controlling infection in these rooms. Schools should consider alternative uses for these rooms, and prepare other staff areas which are easier to keep clean and free from infection. If in use, clear guidance given as to maximum numbers of staff permitted at one time and procedures around using any shared resource such as a kettle.

6.2 Maintaining Separation in Mainstream Secondary Schools (Physical Distancing)

Handwashing and maintaining social distance are the main ways of reducing the spread of infection. While this will be difficult to implement in secondary schools due to the way the curriculum is traditionally delivered across many subjects and classes, the risk of outbreaks of infection, school closures and interrupted learning, are high. Secondary schools must therefore consider all of the below mitigating factors in delivering the timetable.

- Discourage social physical contact (hand to hand greeting/hugs)
- Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible.
- Adjust class space if required, and where possible, to maintain spacing between desks or between individual young people
- Seat young people side by side and facing forwards, rather than face to face
- Avoid situations that require young people to sit or stand in direct physical contact with others.
- Where children and young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource.
- Where staffing within the school allows it, consider altering class sizes and composition to intensify support for young people and create more space. For example, where there are 3 maths sets in a year group (one set with 30 pupils, another with 20 pupils and another with 10 pupils) class size and composition may be altered to improve the spread of pupils and create 3 sets of 20 pupils.

6.2 Decreasing Interaction (Social Distancing)

Every effort is being made to limit the limit any potential spread of infection this includes minimising movements and forming consistent groups of pupils and staff where possible. Consistent groups reduce the likelihood of direct transmission, allow for quicker identification of those who need to self-isolate and may reduce the overall number of children, young people and staff who need to isolate in the event of a positive test or COVID-19.

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

Where necessary, one-way systems will be established in schools and clearly marked and where possible children will use external space to move around a building.

Start and finish times are likely to be staggered in all settings to decrease the number of children arriving / departing together at one time. The arrival / departure times will vary on a school by school basis, determined by the number of routes in and out of the building.

All schools will adopt an agreed protocol on terms of drop off and pick up, where parents/ carers will be asked to refrain from entering school playgrounds. Temporary Road Restrictions, or adaptation of parking regulations may be required to encourage a Park and Stride approach to limit traffic. Travel planning for schools will vary significantly from schools to school.

Playgrounds will only be accessed by children in school, ensuring so carefully calculated capacities can be maintained.

All access to buildings will be strictly controlled.

Schools should make efforts to keep groups apart from other groups where possible. In open plan settings with large numbers of children or young people (for example multiple classes in one open plan space) consideration should be given to ensuring clear demarcation and separation between the areas in which different groups learn.

Schools should consider how to reduce the movement of groups across different parts of the school estate where possible.

Where it is necessary to bring groups together, alternative mitigating actions should be put in place, such as limiting the time spent together, the current guidance is maximum 50 people.

When undertaking fire test drills or procedures where the whole school is evacuated, schools and local authorities should consider muster points and whether these need to be altered to ensure a greater degree of separation.

The approach taken to configuring groups should be risk-based and adapted to the specific circumstances of the school. The general approach should be to keep groups consistent where practically possible, taking into account the feasibility of doing this while delivering a broad, meaningful curriculum and promoting children and young people's health and wellbeing.

Examples that schools may draw on include:

- in primary schools including primary and through-school special schools groups organised according to full-class sizes. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for children and create more space;
- for young people in secondary mainstream and special schools, consideration may be given to keeping pupils in the same groupings across the curriculum. Where possible, consideration may be given to teaching whole/ half year group blocks in as close to tutor group sections as possible while the guidance on "minimising contacts" is in place; and
- for those young people in the senior phase where consistent groups cannot reasonably be maintained, schools will wish to consider the most appropriate delivery and timetabling models to keep mixing of young people to the minimum necessary while ensuring a full range of subjects can be offered. One option may be working together in a group for extended blocks of time. Another may be for the senior phase to be considered as a group in and of itself, with senior pupils kept away from other age groups where possible.

Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for young people and create more space.

Schools may also wish to consider other ideas such as timetabling in double periods (or more) to minimise contacts if this is practical or achievable in their context..

The practical and timetabling challenges of these approaches, particularly in secondary schools, are recognised. The variation in size, context and physical structure across schools is also recognised. If groups cannot reasonably be maintained, or if groups require to be larger in size with some mixing permitted, the application of other risk mitigation measures becomes even more important.

Mitigations should be considered as part of risk assessments and may include:

- ensuring access to hand washing stations or hand sanitiser whenever children and young people move between groups;
- minimising frequency of change of groups for children and young people in a day;
- arranging for staff to move to class groups (as opposed to vice versa); and
- encouraging distancing where possible when in different groups (in secondary schools).

Passing briefly in the corridor or playground is considered low risk, but risk assessments should consider the ways in which busy corridors, entrances and exits could be avoided, and could include one way and/or external circulation routes.

It is important to emphasise that both the approaches of maintaining distance between young people (in secondary schools) and the use of groups are not all-or-nothing approaches, and will bring public health benefits even if logistics mean they can be implemented only partially (e.g. with groups maintained for the majority of the day but some limited mixing into wider groups permitted for specialist subjects or transport, etc.). Schools should apply proportionate, risk-based approaches to implementation of distancing and the use of groups.

6.3 Dining Arrangements

There are three proposed menu models covering each educational setting; Early Years settings, Primary, Secondary and Special schools. All models are designed to ensure a high-quality catering service can be provide in a safe manner whilst also ensuring the service can provide a nutritionally balanced offer to all pupils. Meals would be ordered online in advance, and contactless payment vis Parent Pay will be the method of choice for those not in receipt of universal free meals.

Children can still bring in packed lunches and secondary school children from S4-S6 will be allowed to leave the school premises during their lunchbreak.

6.3.1 Early Years

A single choice hot main course will be offered to all EY settings, or the choice of a packed lunch. These lunches can be served in a “family service” if requested.

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised. Note all products will be recyclable/ compostable if possible.

Meals and snacks are free for children in EY settings.

6.3.2 Primary

The proposed menu would consist of a meat, fish or vegetarian sandwich, fresh cut fruit and vegetable pots, a hot soup/hot/cold pasta or rice pot (mirrored to the option available to P4-P7's yogurt and water/milk cartons).

The packed lunch menu is now available on Parent Pay to book and will run from August to October, with the intention to return to the standard menu at the end of the October break.

The menu and allergen info has now been posted on the council website showing parents the offer available to pupils (please note PPP schools will follow the same menu)–

<https://www.edinburgh.gov.uk/downloads/download/12852/primary-school-lunch-menus-with-nutrition-and-allergen-information>

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised – the use of shared water or milk jugs should be discouraged at this time as any reusable option could potentially increase the contamination risk with equipment and cutlery returning to kitchen. At this time salad bars and fruit bars will not be used.

Kitchens will be undertaking additional cleaning protocols and will be ensuring staffing work in designated areas to minimise any contamination.

Pupils will be encouraged to wash hands prior to eating.

Staggered lunches are likely to be required to ensure a smooth service and avoid overcrowding in playgrounds, maintaining social distancing within groups.

All packed lunches will be served in the classrooms, and older children will be encouraged to wipe down their desks after use. Lunches may be served in an outdoor space (if weather allows).

6.3.3 Secondary

A limited choice menu will be provided, to allow for reduced kitchen staff (due to physical distancing requirements) and increase service speed. The hot main course will be altered to a hot snack that can be served in disposable packaging. To improve lunch service speed, meal deals will be promoted with all items included in a bag. There will be a return to disposable consumables alongside menu development.

Secondary school service model has more challenges and many service options need to be considered as school design makes a single approach difficult. Where dining rooms are still available pupils will be served in that setting. Staggered lunches will be the norm to allow handwashing for children, adhere to social and physical distancing, and allow time to clean and sanitise the dining hall tables between services. Where dining halls are not available children will be seated in classrooms or in an outdoor setting if available/ appropriate.

Service considerations

- Service flow to be clearly marked and signage clearly available. The school should work with catering supervisor to facilitate this and provide hand sanitiser stations at the entrance to the canteen for use by pupils
- When at service points when pupils paying using fingerprint or pin number catering staff member to step back from till point. Anti- bac wipes will be provided for use at pre-order kiosks, till points and readers. Catering staff will also increase the frequency of contact point disinfection.

- Pop up service points could be created to enable additional pick up for pre order service and could be allocated by year group to control queues.
- Seating in other areas of school could create reduced requirement for sittings. i.e. dining in class
- Sittings require sanitising of table between pupils. In some schools where dining service is limited a class drop or mobile pick up point for meals may need to be created to ensure a manageable number of pupils are in the dining hall at one time. Schools may wish to adopt a staggered lunch collection time based on year groups to manage social distancing and avoid the risk to many pupils leaving the building to pick up meals elsewhere
- In some schools the use of Perspex screens in service points or tills may need to be used
- Morning breaks/Breakfast – important services in secondary schools as this could possibly be the first meal of the day.

AM Service

Please note some schools may choose not to offer an AM service during the first few weeks of term, please discuss at a local level

- Time constraints of morning break make the service challenging but the key point to establish is to keep the products limited to improve speed of service. (relaxation of new food standards)
- Morning break service needs to be fully pre-packaged.

6.3.4 Special Schools

The proposed menu would consist of a meat, fish or vegetarian sandwich, fresh cut fruit and vegetable pots, a hot soup/hot/cold pasta or rice pot (mirrored to the option available to P4-P7's yogurt and water/milk cartons).

Delivery to classrooms to maintain social groupings or staggered lunch sittings in dining hall. Staggered lunches will be the norm to allow handwashing for children, groupings to remain socially distant and allow time to clean and sanitise the dining hall tables/classroom before and after lunch.

6.4 Transport

[Link to FAQ's relating to school transport following the updated Scottish Government guidance on face coverings. Updated and effective from 31st August 2020.](#)

The latest advice treats school transportation as an extension of the school estate, and therefore requires no physical distancing on dedicated school transportation. Flexibility based in transmission levels in local community is required; this could result in introduction of face coverings and/ or physical distancing if prevalence increases.

Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing.

All designated school buses will provide hand sanitiser for pupils utilising the service, to be used before and after embarking on vehicle.

6.4.1 Public Transport.

Where public transport is required for children to attend school, the general advice and guidance from the Scottish Government and Transport Scotland should be followed. This currently includes the mandatory use of face coverings and physical distancing where possible

Children traveling to school using the Scholar Pass on Lothian Buses are now allowed to travel between 7am and 8pm to allow for flexibility in school opening hours. Hand sanitiser will be provided to all pupils alongside their Scholar Pass.

6.4.2 Safe Spaces for People

The Safe Spaces for People Programme is designed to provide increased opportunities for pupils, parents and staff to walk, cycle or wheel to school. As such, the increased levels of safety and security provide pupils with access to Safe Routes to school without depending on the use of coaches. For example, 2 coaches were previously commission to transport children from Leith to Holyrood High School on the grounds of safety. The implementation of Safe Spaces for People Programme will mean that pupils will be able to walk, cycle or wheel to school while reducing the volume of coaches at the school site



Section 7 – School Renewal Planning

7.1 The Themes



All schools are developing School Renewal Plans with health, safety, wellbeing and resilience as the solid foundations from which all other work is based.

All School Renewal Planning is developed from a clear Needs Analysis Audit and Action Plan for each of 5 Key Themes. It takes place in two phases (by June 2020 and by September 2020) and is supported by the collegiate Working Time Agreement in the second phase.

Phase 1 of Renewal planning, to support the return to school, will focus on themes 1 & 2:

- Health and Safety and
- Transitions

Phase 2 of Renewal Planning will focus on themes 3,4 & 5 and will include the WTA

- Wellbeing and Resilience
- Teaching, (Blended Learning) and Assessment
- Equity, Inclusion and Equalities

7.2 Theme 1, Health and Safety

See School COVID Operational Risk Toolkit and Risk Assessment (Appendix 1)
Refer to Section 5 for all enhanced Hygiene Measures

All Schools have set up a Health & Safety working group, if not already in place, to ensure a collective responsibility in supporting this theme. This comprises SLT, including the Business Manager, staff representatives (teaching and non-teaching) and Facilities Manager.

At Local Authority level, relevant partners will provide support to schools, as required, eg Corporate Facilities Management, Procurement, Health & Safety and Human Resources.

All school staff will have to confirm they are familiar with Test and Protect strategy. Staff who develop symptoms of Covid-19 must stay at home, self-isolate and complete the appropriate form.

In terms of access to testing for staff - The Scottish Government testing programme has been extended and is available to all key workers who develop symptoms and need to self-isolate, or to any members of their household who are symptomatic. This programme covers all Local Government key workers and operates separately from the existing NHS testing programme, which supports testing for colleagues in health and social care. You can read [further information about testing](#) on our website, including [guidance on how to do a referral](#), regardless of the test route.

Staff should be aware that they may be asked to self-isolate on more than one occasion.

Testing is only effective if it's done within 48 to 72 hours of symptoms developing. So a referral needs to be made as soon as the individual becomes symptomatic or it won't work, and the referral won't be accepted.

School leadership teams will aim to minimise the operational impact of individual or groups of staff being required to self-isolate and will have business continuity plans to mitigate the risk

7.3 Theme 2, Transitions

All schools planned and delivered virtual transitions for learners. Enhanced, onsite transitions were available for learners with specific additional support needs. *See appendix 4 for details.*



7.4 Theme 3, Wellbeing and Resilience of the Learning Community

It is assumed that all schools and settings will adopt nurture principles, as detailed in Appendix 2.

A health and development framework has been developed to support the needs of staff, pupils and families, ensuring appropriate support mechanisms are in place for all. In line with School Renewal Planning Theme 3, support all schools to conduct a Needs Analysis of Wellbeing and Resilience of learners and staff

Further reading can be found in the following links:

[Guidance for Self-Evaluation during the COVID -19 pandemic](#)

[Guidance for planning health and wellbeing: Edinburgh Learns Health and Wellbeing Strategy.](#)

7.4.1 Health and Wellbeing of Pupils

During the lockdown establishments continued to work collaboratively with partners to support the health and wellbeing of children/young people. As we look forwards to the return to school buildings, the health and wellbeing of children/young people and staff is at the centre of Renewal Planning

The experience of lockdown for our children and families varied greatly. For some it allowed people to spend 'quality time' together and reconnect as a family. Most of our children encountered positive interactions with siblings and parents, many of which reaffirmed family bonding and relationships. However some young people experienced poverty and stress. They may have seen family members experience domestic abuse, become ill, or worse. They might have had little chance to play outside and more than a few may exhibit the signs of stress or distress.

Each person's experience has been unique, and our schools need to be prepared to accept children and young people where they are now, not where they left them in March. School staff can't change what children and young people have experienced, but they can help them make sense of it.

We know that many children/young people will be returning to school with a range of emotions. Some may be a little bit wary, others excited and many not sure what to expect. All adults should recognise the need to support both their own health and wellbeing and that of the children they work with. They should model positive, calm behaviour and promote self-care. Rebuilding familiar routines and rituals within the school and classroom will be essential and will help children/young people feel safe and nurtured. However, the most effective and least intrusive intervention is for children/young people to be supported by an adult who knows them well. This should be the primary focus of all staff working in schools.

To ensure our children/young people are in the best place to access learning, we must support their health and wellbeing. The four key facets of this support, included in our Renewal Planning, are to ensure all staff;

- **Reconnect relationships** - supporting the re-establishment of peer to peer and adult to children/young people relationships
- **Acknowledge experiences** – being curious, acknowledging feelings and reactions and creating time and space for dialogue
- **Create a nurturing environment** - the 6 nurture principles should be used to underpin the approach to school life and learning

- **Support our learners to build resilience** – the four contexts for learning should support children/young people to build resilience.

Advice, guidance and resources to support each facet can be found on SharePoint (Edinburgh Learns at Home, Guidance).

Schools are not starting from zero and should continue to use the range of resources and supports they found to be effective before lockdown. The Wellbeing Indicators are our constant definition of wellbeing and reflective questions have been designed to support staff to identify health and wellbeing priorities within the current context.

Building on our strengths with community partners will be a vital part of renewing the holistic offer around health and wellbeing and this should be a priority for all schools

Supporting children and young people with additional support needs

Support for vulnerable children in mainstream schools will continue to be prioritised. The ASL Service and Psychological Services will continue to work with schools and third-sector partners to support planning for children at Pathways 1 and 2, who are supported in school, including those requiring Additional Support for Learning and English as an Additional Language Support.

For children at Pathway 3, who are supported out of school, a range of supports will continue to be available. These include Inclusion Support Team locality supports for children and young people at risk of exclusion including Forest Schools and Outdoor Learning offers; Early Years support for children in Early Years settings and support for children and young people with sensory support needs and complex healthcare needs.

Mainstream schools will meet with ASL Service Leaders to plan these supports so that they are in place for schools reopening and will continue to review and monitor them in line with national and local developments.

The ASL service developed the Inclusive Practice Checklist checklist and briefing on inclusive practice renewal in June (Appendix Six) which was delivered to SLT and ASL Team Leads in education settings. Through this, all schools and early years settings were briefed prior to the end of term on how to ensure that their preparations were focussed on supporting children and young people with additional support needs who make up around 30% of the school population. An audio ppt to share with staff in schools to support inclusive practice has also been shared with SLT in schools.

Risk Assessments to support individuals with additional support needs have also been shared with education settings. The ASL service and Psychological Services have developed online CLPL for staff to support inclusive practice training needs and this will continue to be developed over the course of next session. Our Inclusion Hub continues to be the central point for sharing of information and resources and is updated regularly in line with Scottish Government guidance. When school staff return, if they have any concerns about a particular pupil the child's school will be in touch with parents/carers directly to discuss how best to support their return to school. The ASL Service and Psychological Services will work with schools to plan supports for children with more complex needs, involving third-sector partners as required. In line with Peripatetic Guidance (Appendix 8) this will be required to be delivered in a different format.

Parents will be included in the planning process for their child. It is essential that all planning includes parents and is led by the child's school.

7.4.2 Health and Wellbeing of Staff

In School Renewal Plan for Theme 3: Wellbeing and Resilience, planning will be detailed for the whole school community and will be supported by the Working Time Agreement.

This is a difficult time for staff, juggling personal circumstances as well as adapting to new ways of working, which can cause a range of emotional issues. The City of Edinburgh Council recognises this and urges staff to speak to their line manager if they are experiencing any difficulties.

Trade unions offer a range of Health and wellbeing support for members that can be accessed through local reps and secretaries.

The Council's intranet, "The Orb", features a Health and Wellbeing page where staff can access a host of support services including financial wellbeing.

In addition, school staff have been able to access training 'Moving on, coming together: focus on our wellbeing' to support their own health and wellbeing, provided by the HWB team. A recorded version of this will also be available to staff. In addition the Mental Health and Wellbeing 40 Top Tips for School Staff is available on Sharepoint.

7.5 Theme 4, Teaching Learning and Assessment

Although schools are returning at 100%, the need for contingency planning remains. All schools are continuing to prepare their plans for Digital and Blended Learning. These are influenced by how much digital learning is already embedded in practice, with a view to continuing to develop this, regardless of the attendance model in place.

All schools have identified a senior leader with responsibility for Digital Learning. This person will link with the QIEO (Digital) in a dynamic and practical series of workshops and conferences over the session, ensuring that digital learning continues to develop.

Particular consideration is being given to safeguarding and ensuring that learners who do not have digital access or devices are not disadvantaged. Blended Learning Plans take account of traditional and Outdoor Learning.

7.5.1 Adaption to School Return

As children return to school, the initial focus will be on Health and Safety awareness measures and ensuring that pupils are re-engaging positively in their new environment, rebuilding relationships with peers and staff.

Primary children will focus on literacy and numeracy alongside Health and Wellbeing for the remainder of the first term. Outdoor learning will be utilised whenever possible.

Secondary pupils will continue to study all curriculum areas although timetables will be amended to minimise the different groups of people taught in one day, and practical subjects may be limited at the beginning of term. Outdoor learning will be utilised whenever possible.

Children and young people in Special Schools will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. Secondary-aged pupils in special schools will continue to study across a wider range of subjects although timetables will be 'blocked' as far as possible to minimise interactions between different groups of staff and pupils. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds.

7.5.2 Raising Attainment and Achievement

Broad General Education

Predictions about pupils' attainment levels up until March 2020 were used to estimate attainment prior to lockdown. Progress through Curriculum for Excellence levels since that point will be established as soon as possible when learners return to school. The school tracking systems should be updated as a matter of priority. The local authority will require updated predictions on progress by November 2020. Schools will be required to draft plans to show how any gaps in learning will be addressed. This will include short, medium and long term targets.

Senior Phase

Learners at this stage of their education will be particularly anxious about the impact of coronavirus. Estimated grades for exams in Session 19/20 may or may not lead to additional anxiety. Schools will be asked to detail how they will identify and support learners who are most negatively impacted by the pandemic. There is an expectation that supported study sessions will be organized at school level.

7.5.3 Children unable to attend school

Digital Learning continues to be developed for children who are self-isolating (but otherwise well), the delivery model will depend on if it is an individual who is self-isolating or a class/ group of classes in the event of an outbreak occurring in a school. This model will also become the default model for any localised school closure.

7.6 Theme 5, Equity, Equality and Inclusion

School Renewal planning for Equity, Equality and Inclusion is paramount in maintaining the progress that has been made in narrowing the poverty related attainment gap. All schools will self-evaluate, gathering data which enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC). Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.

7.6.1 Ensuring Equity

The social and economic impact of Covid-19 and the resulting school closures have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the home learning model. This has further magnified the need for the management of resources to support equity to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people affected by poverty.

The current pandemic has led to an increase in the number of families undergoing financial difficulties. To quantify this increase, the correspondence received by City of Edinburgh council in relation to free School Meals on the first week in April was 302, in comparison to 30 for the same week the previous year. It is important to ensure that these families are able to access financial inclusion services.

Free school meal financial equivalents will continue to be given to families in the event of further localised school closures.

The strategic projects funded through the Care Experienced Fund such as Maximise, Forest Schools, Edinburgh Learns and MCR Pathways will continue as planned albeit in ways now tailored to meet the recovery phase.

7.6.2 Closing the Attainment Gap

The local authority has asked schools to plan how to meet key short, medium and long term outcomes. This includes how they will support equity cohorts through the delivery of targeted catch up provision to close the poverty related attainment gap. This is in line with the information in the PEF National Guidance (May 2020) about ways in which schools are empowered to make key decisions in relation to spend on staffing, ICT, and working with partners.

Within their plans for equity, schools refer to 5 Key Areas (Attainment, Attendance, Inclusion, Participation and Engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

Local Authority Level

Over the summer we identified non-engaging families and scoped how to begin immediate catch up work – this included support for school refusal, as well as literacy/numeracy support within Summer Hubs

For the first term we have identified 18 schools that are likely to benefit from further support in terms of increasing mental well being, and each of these schools will be provided with an Active Schools Co-ordinator to compliment the teaching staff and work with children to build up resilience. (Appendix 9)

School level

Short Term (start of session 2020-21):

- The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners and families.
- Ensure that the planning of effective interventions and approaches, including catch up provision, is based on data and evidence.

Medium Term (during session 2020-21):

- Implementation and ongoing evaluation of interventions and approaches, including catch up provision, through managing resources to support equity of access to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty.

Long Term (end of session 2020-21):

- Reduction in the poverty related attainment gap in literacy and numeracy as follows
 - [*Table for Primary Table for Secondary*](#)

Section 8– What will this look like in each sector?

We know the best way to support children through change, uncertainty and adversity is through nurturing supportive relationships with skilled adults (Appendix Two: Principles of Nurture). We will promote a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community and by being sensitive and responsive to each child's wellbeing.

These approaches are driven by the requirement to implement appropriate hygiene measures in schools to minimise the risks of infection and transmission and ensure they are safe places to be.

The expectations in terms of hygiene and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. Inductions will occur for all pupils arriving at buildings, to help them understand new procedures.

All educational establishments will open to children from 12th August, however the first two or three days of week one will be an Induction period, with smaller groups in attendance, with the full 100% model resuming on 17th August at the latest.

8.1 Early Years

The use of outdoor space such as forest schools will play a pivotal part in how Early Years Learning is delivered.

Staff and children will form "groups" of no more than 30 children. Groups will remain in one area of the Building and have no interaction with other groups.

The early years building estate is comprised of a mix of closed classrooms and open plan buildings – which will result in a significant variation of capacities from building to building.

All children will be offered full day places, instead of half days to minimise infection spread.

In all Local Authority establishments, children will attend for 2 days a week (Mon/Tues or Wed/Thurs) for between 6-8 hours per day this would enable all children to achieve their entitlement of 600 hours Early Learning and Childcare.

A survey is being undertaken to identify the settings that can increase those hours and in some cases we will resume delivery of 1140 hours, where we have already started and where demand does not exceed capacity.

In partner provider nurseries, individual settings' capacity will be audited, with places targeted as those children entitled to funded ELC provision and vulnerable children. Significantly, a potential funding stream will be required to support and sustain the models of provision agreed.

Childminders continue to provide childcare for families as per the guidance from Scottish Government.

8.2 Primary Schools

Children in primary schools will remain in social groups based on class. The groups will remain consistent across the term and as far as is possible have no interaction with other groups. Groups of children will be supported by consistent teaching and support staff.

8.3 Secondary Schools

This plan will uphold the principles and expectations outlined in the national Strategic Framework and the Edinburgh Learns phasing delivery plan ensuring excellence in equity and attainment as set out in the NIF priorities.

Whilst prescriptive (metered) physical distancing has been removed, in order to achieve 100% attendance, older children will be asked to physically distance and reduce social interactions between pupils in different groups where possible. A number of measures under consideration are:

- Children/ Young adults remaining in same rooms where practicable and teachers move between classes.
- “big blocks” of learning for example a six-period day could become a three-period day
- Interdisciplinary learning within and across curriculum areas where appropriate.
- Planning for practical and non-practical subjects eg PE, Chemistry, Domestic Science etc.

Children with Additional Support Needs:

- Additional space for those who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting
- Schools will cater for individual needs on a case by case basis particularly for children with severe and complex needs where handling and personal care is required, in line with legislative requirements

8.4 Special Schools

The impact of social distancing on children and young people with additional support needs can be significant and, in many cases, will be extremely challenging to implement. For this reason, the City of Edinburgh Council is adopting the same social “grouping” approach as Early Years; decreasing overall interactions and increasing hygiene measures.

Social Groupings will be organised by each school and formed according to the needs of the child/children.

Risk assessments already exist for children with more complex needs, including those with behavioural and emotional needs. These risk assessments have been updated as a matter of priority.

Timetabling and positioning for access to sensory equipment/resources are to be reviewed to incorporate increased cleaning regime

Where PPE is risk assessed as being required, all staff must be trained in how to put on and take off PPE.

Section 9 – Contingency Model

The Scottish Government will take decisions based on scientific evidence and this plan has been prepared as per Scottish Government guidance for Phase 4, where the virus remains suppressed to very low levels and is no longer considered a significant threat to public health, but society remains safety conscious.

Whilst the Scottish Government have agreed that schools will return in August at 100%, the constant changing environment that living through a pandemic causes, has retained the need to have a number of contingency options.

These contingency plans consider the impact of physical distancing being re-introduced – with a specific focus on secondary schools as this seems to be the area of science that remains under constant review.

This contingency plan also allows the continued development of the digital learning model that will allow a seamless transition to At-Home learning should a local “lockdown” of a school or a community be necessary.

The 50% attendance, model takes into account 2-metre and 1-metre physical distancing.

It should be noted that the transition period to re-introduce a prescribed physical distance could take up to four weeks (where buildings need to be re-purposed).

As this is a contingency plan, a decision had been made to allow all buildings earmarked for additional school capacity to re-open as and when it is deemed safe to do so.

9.1 Contingency plan should physical distancing be re-introduced

This contingency model observes physical distancing requirements This phase encompasses a blended approach of in-school and home learning, balancing face to face teaching and completion of follow up tasks at home.

Delivery Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All Staff in school			
Pupil Attendance	Operational Maximum whilst maintaining groups. Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive 600 hours of ELC provision, and in family groups.	Primary school determine maximum pupil attendance whilst maintaining physical distancing Pupils attend on a rotational basis across four days of	Secondary schools will use all facilities available to them and the availability of support services such as transportation to determine max attendance achievable.	Special schools will use all facilities available to them within school grounds Attendance will be in social groups Pupils will attend two days per week or four days per fortnight with

		<p>the week with Fridays as home learning only.</p> <p>Attendance focuses on family groups</p>	<p>Pupils attend on a rotational basis across four days of the week with Fridays as home learning only.</p> <p>Attendance focuses on family groups</p>	<p>Fridays as home learning only</p>
Key Worker Children and Vulnerable Pupils	<p>When devising attendance, first priority will be given to vulnerable pupils and children of key workers when they have no other care.</p>			
Home Learning	<p>When children are not in attendance, staff may provide engagements activities to undertake at home, with a focus on creativity and active play</p>	<p>Blended learning will be the norm for all pupils. Direct teaching in schools will sit aside home learning that follows up on core in-school teaching.</p>	<p>In-home learning activities will be extension activities that link to the in-school experience</p>	
Catering	<p>Meal provision for eligible children attending nurseys</p>	<p>Provision of a limited menu packed lunch menu (Soup/sandwich) for children attending schools. Meals may be hot or cold depending on the capacity and operation of kitchens and service areas at individual schools.</p> <p>School management will work with catering staff to agree arrangements for lunch service depending on the serving facilities at each school. For some settings that may mean staggered lunches in classrooms or using different areas for dining.</p> <p>Where registered for free school meals, and when pupils are not attending at school, an equivalent monetary payment will be made to parents.</p>		
Transport	<p>Liaison and planning with bus operators to agree maximum transport capacity on vehicles whilst maintaining social distancing.(See Appendix 5)</p> <p>Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc).</p> <p>If risk assessments dictate, masks will be provided to children travelling on school buses. This can be enforced in the school bus user agreement.</p>			

		<p>Travel numbers can be maximised by transporting family groups, where possible.</p> <p>Consultations with parents about them providing transport, where they can so buses can be prioritised for those with no option.</p> <p>Planning with schools to ensure transport operations correlate with the planned school day</p>		
<p>Curriculum</p>	<p>Heavily play based and focus strongly on outdoor learning and play</p>	<p>All schools required to review Curriculum Rationale (BGE) as part of Blended Learning Planning.</p> <p>Clear adherence to school values will remain and pupil participation encouraged.</p> <p>The focus of the in-school curriculum in the lower primary years should be strongly play and experience based and balanced with high quality direct teaching in key areas of Literacy, Numeracy and Health & Wellbeing.</p> <p>In upper primary years, the in-school curriculum will focus on focused quality</p>	<p>All schools required to review Curriculum Rationale as part of Blended Learning Planning.</p> <p>Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools</p> <p>Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent.</p> <p>Schools will maximise the use of the e-learning curriculum offer as well as direct teaching in school.</p> <p>Blended learning will be the norm for pupils with direct teaching on</p>	<p>All schools required to review Curriculum Rationale as part of Blended Learning Planning.</p> <p>The curriculum will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school.</p> <p>For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home.</p> <p>Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent. Extended use of digital learning will continue as appropriate to learners' needs, to support continuity in learning in event</p>

		<p>teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing.</p> <p>For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home.</p> <p>Outdoor learning opportunities will be maximised</p>	<p>certain days alongside home learning and engagement with online e-learning content.</p> <p>Outdoor learning opportunities will be maximised</p>	<p>of outbreak or lockdown.</p> <p>Outdoor learning opportunities will be maximised</p>
Cleaning	<p>Existing robust daily building cleaning routines will be maintained in all educational settings</p> <p>Electrostatic Fogging cleaning regime in place</p>			
IT and Technology	<p>Audit current availability of staff. Identify gaps for purchase of devices and opportunities for CLPL. Create a strategy paper for EY.</p>	<p>Audit of devices to ensure suffice for needs, and flag any issues, further devices needed.</p> <p>Ensure a robust support infrastructure is in place.</p> <p>Start delivery of the longer term solution for digital devices for learners and teachers</p>		
Inclusion and Wellbeing	<p>Any existing or newly- identified needs will be supported in line with the Early Years Staged Intervention Framework.</p> <p>Wellbeing/mental health support will be provided, as required to any young children affected during the crisis by bereavement,</p>	<p>Data regarding vulnerable pupils gathered during the lockdown will be shared with schools and assimilated into the Staged Intervention process. Support plans will be initiated or revised accordingly.</p> <p>Mental health and wellbeing support will be available through the Educational Psychology Service and other services.</p>		

	emotional distress or any other concerns	
Communications	Establishments to develop a communication plan for the provisions of clear and consistent information in regard to attendance and blended learning arrangements. This will include clear information on establishment attendance days.	
SEEMiS and Attendance Tracking	Agreement to be reached about the implementation or delay of SEEMiS nursery attendance module. A system is to be in place to record and track the attendance of nursery children each day.	Arrangements made to re-open schools on SEEMiS to allow conventional recording of attendance. Guidance provided on recording and coding attendance/absence during the phasing period.

9.2 Phase Four – Long-Term Delivery

Timescale to be Confirmed

Planning a fourth phase of delivery scopes how schools will move from a 50% model to 100% attendance.

All measures set out in this phase of the plan are indicative and wholly dependent on the government advice at the time. This phase will continue to be amended and updated as more advice is issued.

Delivery Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.			
Pupil Attendance	When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, Numbers of children attending in nursery settings can be increased.	<p>When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, Numbers of children attending school settings can be increased.</p> <p>As attendance increases, the balance of blended learning will be adjusted accordingly.</p> <p>As long as it's required, Test and Protect measures will be followed for the school population.</p>		
Key Workers and	<p>The need for dedicated provision for children of key workers will be reduced as attendance regularises.</p> <p>Educational centres will continue to support vulnerable pupils and their needs will be integrated into regular provision.</p>			

Vulnerable Pupils		
Curriculum	<p>The Early Level curriculum will continue to have a strong focus on play and experiential learning. The curriculum offer will evolve back to more regular delivery but will hold on to aspects of innovative and new practices developed during lockdown.</p>	<p>As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown should be maintained, especially where that involved flexible online learning and increases in equity of provision.</p> <p>As regular school attendance increases, the balance of blended learning will decrease accordingly, and pupils will return to greater levels of in-school learning, however extended and embedded use of digital learning will continue – this to as risk mitigation for future outbreaks or lockdown</p>
Inclusion and Wellbeing	<p>All pupils with additional support needs will be supported in line with the framework.</p> <p>Support for wellbeing and mental health will continue to be available from support services, as required.</p>	
Home Learning	<p>Where nursery-age children have been identified as needing to continue in long-term shielding, regular contact with home will continue to be provided by their nursery worker.</p>	<p>Home learning will gradually be stepped down as children increase their time in school.</p> <p>Resources developed for home learning should be retained and used where it can support children with interrupted learning or who have difficulty attending school.</p> <p>Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their teacher.</p>
Transitions	<p>As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements.</p> <p>Where a child has had to shield for a long period of time beyond the school re-opening date, transition arrangements for return will need to be made when it safe to do so.</p>	
Transport	<p>Transport only provided where it would normally operate for specific circumstances and by prior agreement.</p>	<p>School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and</p> <p>increased numbers of pupils will be allowed on vehicles.</p> <p>The requirement to wear masks on buses will be relaxed.</p>

		Taxi and small vehicle transport will be able to return to normal.
Catering	Meal provision for eligible children attending full-day nursery sessions.	<p>Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. This may change operational arrangements in individual schools.</p> <p>As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely.</p>
Cleaning	<p>Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces.</p> <p>Advice will be considered in relation to any further requirements for additional cleaning.</p>	
IT and Technology		<p>As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been loaned to learners and families and this will be returned to its original base.</p> <p>There may be need for some long-term access to IT for children requiring to shield for an extended period.</p> <p>A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.</p>

9.3 Increasing Separation

The number of children and young people who can attend in-school learning is determined by the overall floor capacity.

50% at 2-metre distancing

The agreed metric of 4.7 square metres was used to help determine the maximum capacity of all spaces in establishments to comply with 2-metre distancing rules. This metric allows for circulation space in addition to the need to adhere to the 2m physical distancing rules.

Support was given to schools where there were particular issues in regard to physical distancing, in the form of a team of architects, estate planners and interior designers, to ensure capacity was maximised whilst adhering to guidance.

There is a significant variation of capacity in Primary and Secondary schools across the city, we have identified 22 schools that would require additional classroom capacity to accommodate 50% of pupils. An initial desktop analysis suggested 47 properties would be required for the contingency. More detailed assessment involving input from locality managers is ongoing with a focus on reducing the number of buildings required wherever possible. It is expected that an updated building contingency plan will be available week commencing 20. (These are outlined in Appendix 7)

There is a cost to repurpose these buildings into a classroom environment, and a lead time of up to 6 weeks to ensure all adaptations are made and meet all Health and safety guidelines and are fit for purpose.

For special schools where the Scottish Government guidance on re-opening schools indicates that exceptions to the physical distancing rule are permitted due to the needs of learners, there will be 50% of children in the school at any one time.

50% at 1-metre distancing

The reduced distance of 1 metre physical distance does not automatically double the capacity of each classroom.

The agreed metric of 2.3sqm was used to square metres was used to help determine the maximum capacity of all spaces in establishments to comply with 1-metre distancing rules. This metric allows for circulation space in addition to the need to adhere to the 1m physical distancing rules.

By reducing the physical distancing to 1-metre, there are very few secondary schools that would have the need to repurpose buildings, and could instead repurpose existing rooms in school state to accommodate any classes of over 27

However, to offer a full curriculum there may be a preference for some schools to seek alternative accommodation.

9.4 At Home Learning

This will complement and support the learning that takes place in school. Teachers who are attending school buildings will be teaching smaller groups of children, so will have less time to directly teach groups who are learning at home. Staff that are unable to attend school buildings will have a key role in supporting at home learning.

The City of Edinburgh Council will continue to support families through provision of iPads and My-Fi dongles where appropriate.

9.5 What is Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. There are various models of blended learning that education systems use such as:

- Flipped Classroom—Core content is learned online outside of class time and then learners participate in activities in class to reinforce and deepen their learning.
- Enriched Virtual Model—Online courses and electronic platforms drive learning. Customised, face-to-face support is arranged.
- Flex Model - most teaching happens on-line with teacher as facilitator.
- Self-Blend Model—Learning is entirely online. Learning is selected by the learner and undertaken in their own time and at their own pace.

Whatever model we choose, being responsive and agile is critical as our models for school attendance continue to change.

Blended Learning in our context

As we return to school, we will want to ensure that children and young people settle into their new ways of working as confidently and effectively as possible so that all learners have the same opportunities to progress and succeed. We are all aware that it will be of paramount importance to build relationships with our pupils and ensure they feel safe and positive in moving forward. Tom Sherrington's article 'rebuilding teacher routines' highlights just that. Re-establishing teacher routines and re-igniting successful and familiar teaching and learning strategies will be a key part in all of this. Sherrington also points out that whatever the anxieties we have as teachers surrounding course completion or gaps in learning it will be essential to stress to pupils that it will all be fine, everything is salvageable, and anything is possible. So how do we go about this with the mixture of online and in class teaching?

Four Guiding Principles

- Plan for progression
- Share the purpose of learning
- Guide student learning
- Review the learning

What are the benefits of using a Blended Learning Model?

Practitioners that have used a Blended Learning Model have highlighted many benefits of use for both pupils and teachers including:

- Differentiation - Aids differentiation as pupils can work at their own pace and have access to materials to review key messages as and when they need
- Formative Assessment for Learning - Provides opportunities for personalised feedback and regular formative assessment through the use of both digital tools and in class teaching techniques. Can increase participation in discussion and encourage pupils to ask questions that they may not feel confident about asking in the classroom
- Leadership of Learning - Encourages students to be leaders of learning and develops skills of metacognition and self-review

- Skills - Can give opportunities to developed higher order thinking skills and give teachers the ability to spend longer on developing key creativity skills such as problem solving i.e. using a Flipped Classroom Model. Read more in our [Blended Learning Renewal Planning Resources pack](#).


Blended Learning and the Four Guiding Principles

The Four Guiding Principles of effective teaching and learning - **Plan, Share, Guide and Review** do not change whether teaching in class only, teaching remotely or carrying out blended learning. However, there may be certain aspects of the Four Guiding Principles that you wish to consider more fully when using a blended learning model.


EDINBURGH LEARNS BLENDED LEARNING

4 PRINCIPLES FOR EFFECTIVE TEACHING & LEARNING

This document accompanies the overarching [Teaching and Learning Guidance](#). These two documents work in partnership to support high quality learning, teaching and assessment.


INTRODUCTION 

1 PLAN




- ◆ Use your knowledge of the learner journey to set the long-term learning goals and timeframe to achieve these.
- ◆ Identify the key learning/non-negotiables on the journey.
- ◆ Define the [threshold concepts](#) and assess [prior knowledge](#) to identify a starting point.
- ◆ Plan [formative assessment](#) opportunities (for home and school) to inform appropriate next steps in learning.
- ◆ Plan opportunities for [outdoor learning](#) as appropriate.
- ◆ Where possible, have dialogue with colleagues to moderate blended learning, teaching and assessment.

3 GUIDE




- ◆ Sequence and chunk learning using a mix of remote ([digital?](#)) and face-to-face learning, and provide learners with opportunities to practise each of the steps.
- ◆ Model the learning to reduce the cognitive load e.g. using [live modelling](#), [What a Good One Looks Like](#).
- ◆ Provide appropriate scaffolds to support learners through the cognitive apprenticeship e.g. [CPA and Fading Out](#), [PACE grids](#), [tiering](#), [scaffolding in written tasks](#).
- ◆ Use [questioning](#) to deepen thinking and check for understanding.
- ◆ Encourage [collaboration and discussion](#) amongst learners where possible.

2 SHARE



- ◆ Share the big picture with learners. Refer to it regularly to allow them to see how their current learning fits in to the longer term plan.
- ◆ Share clear [learning intentions and success criteria](#) with learners to allow them to [self regulate](#).
- ◆ Be clear on the format of how the learning will take place e.g. over the week, at home, in school etc.

4 REVIEW



- ◆ Embed [formative assessment](#) techniques in remote and face to face learning to help inform next steps ([digital review?](#)).
- ◆ Teach self-assessment techniques so learners can assess their progress against success criteria.
- ◆ Incorporate plenty of confidence-building low-stakes [retrieval practice](#).
- ◆ Use pupil voice to evaluate learning and adapt based on feedback (e.g. using Forms).

2

9.6 How will this look in each sector?

The expectations in terms of handwashing, physical distancing, and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. Inductions will occur for all pupils arriving at buildings, to help them understand new procedures.

Classrooms will be redesigned to ensure there are 2m gaps between people (adults and pupils) in all directions, (this requires an allocation of 4 square metres per person) or 1m between people (adults and pupils) in all directions, (this requires an allocation of 2 square metres per person).

In addition, it is necessary to allow some space for circulation around the room – normally calculated at 10-20% of total available floorspace. The revised capacities of classrooms have therefore been calculated based on an allowance of 4.7sq m / 2.35 sq m per person in each room or teaching space.

The City of Edinburgh Council strives to maximise the proportion of In-School learning. All children will start the year with an induction to ensure that everyone fully understands the new arrangements in schools to observe physical distancing.

Under 2-metre physical distancing – Schools that do not require additional buildings will be able to offer at least 50% of the school roll on two full days per week from the implementation of new rules. Where there is additional accommodation requirements schools would operate at 33% until building were ready for occupation, which at a best estimate would take up to four weeks.

Under 1-metre physical distancing all pupils will be able to attend two full days per week in every school. Headteachers will confirm specific details for their school as soon as possible to enable parents/ carers to plan ahead.

The length of school days on Mondays to Thursdays will be adjusted to ensure that each day represents 25% of the normal school teaching week, therefore the blended learning model, where children attend two days per week is the equivalent of half the normal school teaching week.

All special schools will offer a model of 50% attendance.

9.7 Early Years

Physical distancing with very young children is challenging to say the least, therefore the use of outdoor space such as forest schools will play a pivotal part in how Early Years Learning is delivered.

Staff and children will form “Bubbles” with a maximum ratio of 1 adult to 8 infants. Bubbles will remain in one area of the Building and have no interaction with other bubbles.

All children will be offered full day places, instead of half days to minimise infection spread.

In all LA establishments, children will attend for 2 days a week (Mon/Tues or Wed/Thurs) for between 6-8 hours per day, based on capacity of settings to have 1 adult to 8 children (aged 3-5) and 1:5 for 2-year olds and 1:3 for babies. In LA settings this would enable all children to achieve their entitlement of 600 hours Early Learning and Childcare. Once phase 4 is achieved and there is no physical distancing, families will engage with their previous offer of 600 hours or 1140 hours pattern of attendance. Settings will continue to phase in the provision of 1140 hours, where possible.

In partner provider nurseries, individual settings' capacity will be audited, with places targeted as those children entitled to funded ELC provision, vulnerable children and children of keyworkers.

Significantly, a potential funding stream will be required to support and sustain the models of provision agreed.

Childminders will provide childcare for families as per current guidance.

9.8 Primary Schools

Children in primary schools will attend schools with the same group of children on allocated days. The groups won't be mixed up and will remain consistent across the weeks. Groups will engage in physical distancing as much as possible, supported by consistent teaching and support staff. Their environment and organisation of resources will support physical distancing.



Primary Model

The **Universal Offer** irrespective of physical distancing measures in place, will see children divided into vertical groups, ensuring where possible siblings are in the same group. Staff teams consisting of teachers and support staff will be allocated to each group, who will each have a dedicated learning space.

Under 2 metre physical distancing, where schools can accommodate 50% of children without additional accommodation being required this will be introduced within one week of notification of changes, with a full Digital model being implemented in the interim period

In circumstances where additional accommodation is required, the Council aims to provide for 33% of the school roll to attend In-School learning within one week of notification, moving to 50% within 4 weeks as repurposing of buildings are completed..

Under 1-metre physical distancing all pupils will move to 50% model within one week.

If a targeted offer is required, this would offer full day provision Monday – Friday for the children of Key workers and vulnerable children identified through GIRFEC planning.

Model for schools that require additional accommodation under 2 metre physical distancing

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub		Hub
Wk2	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
Wk3	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		Hub
wk4	Group C	Hub	Group C	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub		Hub
Wk5	Group B (+c2)	Hub	Group B (+c2)		Group A (+c2)	Hub	Group A (+c2)	Hub		Hub
Wk6	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c2)	Hub	Group A (+c2)	Hub		Hub

Example model for schools that do not require additional accommodation under 2 metre physical distancing (and all schools under 1-metre physical distancing)

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk2	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk3	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk4	Group B)	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub

9.9 Secondary Schools

Within the structure of the Attendance Model, School Leaders are empowered to design and implement a blended learning plan to best fit the learning needs of the children and young people within their unique educational setting. This plan will uphold the principles and expectations outlined in the national Strategic Framework and the Edinburgh Learns phasing delivery plan ensuring excellence in equity and attainment as set out in the NIF priorities.

Impact on Timetable:

- “big block” of learning for example a six-period day could become a three-period day.
- Interdisciplinary learning within and across curriculum areas
- Planning for practical and non-practical subjects eg PE, Science
- Flipped learning approach – self-directed learning or theory complete via remote learning, attend school for application of learning/practical elements

Children with Additional Support Needs:

- Additional space for those who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting
- Cater for individual needs on a case by case basis and particularly for children with severe and complex needs where handling and personal care is required, in line with legislative requirements

Secondary Model

The **Universal Offer** irrespective of physical distancing measures in place, all schools will need to move to a fully digital learning model Or be closed for up to one week to allow timetable and physical changes to school to be implemented.

Irrespective of the metre physical distancing, schools that can accommodate 50% of the school roll without additional accommodation will do so after one week.

Where schools require additional accommodation to enable 50% of the school roll to attend two days per week, our aim is to do so within 4 weeks, with a 33% model occurring after week one, until new property is available.

Under a 33% model, each school decides how each Group (A, B, or C) is formed and on a rolling pattern of attendance, e.g.

Vertical Split: S1-S6 into three populations eg population A would be 1/3 of pupils from S1-S6.

Horizontal Split: S1-S6 into three populations eg population A would be S1 and S2, B = S3 and S4, C = S5 and S6.

If a **Targeted Offer is required this** is full day provision Monday – Friday for the children of Key workers and vulnerable children identified through GIRFEC planning.

See sample pattern of attendance for Groups ABC below. Also note that as we move through recovery phases, timings of school days could change to include in-school provision on Friday mornings. However, this will be determined on a school by school basis.

Rolling Pattern	PATTERN 1	PATTERN 2	PATTERN 3
Week 1	See induction	See induction	See induction
Week 2	CCAA	ABCB	BCAB
Week 3	BBCC	ABCC	CABC
Week 4	AABB	ABCA	ABCA

Example 1

Secondary Model for schools that require additional accommodation under 2-metre physical distancing

Note that this is a sample model only and each school will have their own schedules.

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning		Digital Learning		Digital Learning		Digital Learning		Digital Learning	
Wk2	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub	N/A	Hub
Wk3	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub	N/A	Hub
Wk4	Group C	Hub	Group C	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub
Wk5	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub
Wk6	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub

Example 2

Secondary Model Schools that do not require additional accommodation under 2 metre physical distancing and all schools under 1-metre distancing,

Note that this is a sample model only and each school will have their own schedules

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk2	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk3	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk4	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub

9.10 Special Schools

The impact of social distancing on children and young people with additional support needs can be significant and, in many cases, will be extremely challenging to implement. For this reason, the City of Edinburgh Council is adopting the same social “bubble” approach as primaries; complying with physical distancing where possible and decreasing overall interactions and increasing hygiene measures.

Social Bubbles will be grouped by the school and formed according to the needs of the child/children.

Risk assessment already exist for children with more complex needs, including those with behavioural and emotional needs. These risk assessments have been updated as a matter of priority.

Timetabling and positioning for access to sensory equipment/ resources are to be reviewed to incorporate increased cleaning regime

Where PPE is risk assessed as being required, all staff must be trained in how to put on and take off PPE.

The model of attendance is based on 50% capacity.

Universal Offer – regardless of 2 metre or 1 metre distancing -each child will attend two full days per week either on a Monday/ Tuesdays or Wednesday/ Thursdays for each bubble group. In one school where the healthcare needs of the children are particularly complex, attendance will be based on 4 consecutive days every fortnight, to best meet their needs.

Fridays all children will be learning at home allowing opportunity for collegiate planning and monitoring/ tracking of progress.

Targeted Offer – Monday to Friday provision for children of key workers and those identified through GIRFEC planning.

	Learning Style	Monday		Tuesday		Wednesday		Thursday		Friday	
Week one	In school	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		
Week one	At-Home	Group B	Hub	Group B	Hub	Group A	Hub	Group A		Groups A&B	
Week two	In School	Group A		Group A		Group B		Group B	Hub	N/A	Hub
Week two	At Home	Group B		Group B		Group A		Group A		Groups A&B	

9.11 Childcare Implications

City of Edinburgh Council understand that any blended model will have childcare implications for the working population. A significant number of parents/ carers of primary children within the Local Authority will require childcare in order to return to work. This number includes Council employees servicing the schools (who do not have key worker status).

Appendix One – Schools Operations Risk Toolkit

We have delivered full briefing sessions on SORT to all headteachers/business managers/early years colleagues, as well as that we are delivering a series of workshops where we work through SORT with colleagues. On an ongoing basis we develop FAQs from these sessions to provide even more guidance. We are also providing a recorded workshop and can deliver workshops during the Summer for any colleagues who wish to attend.

Each school has a health and safety working group – managing the risks/making this happen in a comprehensive way.

Continued debriefing throughout the response to continually reflect and improve/share good practice with others – we are developing a good practice zone in SORT where we can for example share schools (anonymised work) such as risk assessments.

We also have a formal risk escalation process for SORT.

What does SORT look like?

WBI	Points to Consider	Risk/ Action/ Green	Action required	Owner	Assessment/ Progress	Notes
INFECTION CONTROL						
	Infection Control Risk Assessment in place – monitored/reviewed regularly/shared with staff team (infection control risk assessment)			Headteacher		Infection Control risk, Corporate Facilities
	Appropriate cleaning regime in place			Headteacher		Cor
	Infection control requirements communicated to staff (pupils/building users (including contractors – for example by poster) – handwashing hygiene etc			Headteacher		Edinburgh Bear Social etc
	Are all staff aware of the infection control procedures? Do they have access to the required equipment to allow them to meet their obligations?			Headteacher		Corporate Health and

School Operations Risk Toolkit Renewal Planning

SCHOOL NAME

Renewal Plan Sample: School Operational Risk Toolkit (SORT)

Renewal Theme 1	Health and Safety	Overall Responsibility	HT
Outcomes	<ul style="list-style-type: none"> By June 2020 school leaders and management teams will have a robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making. By June 2020, school will have health and safety measures in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21 		
NIF Priority:	<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing 		
Care Inspectorate Themes	<ul style="list-style-type: none"> Quality of care and support Quality of environment Quality of staffing Quality of management and leadership 		
Os/Themes	<ul style="list-style-type: none"> Q1.1 Analysis and evaluation of intelligence and data Q1.4 Leadership and management of staff (all themes) Q1.5 Management of resources and environment for learning Q1.1 Safeguarding and child protection (all themes) Q1.3 Learning and engagement Q1.4 Removal of potential barriers to learning Q1.7 Transitions (all themes) Q1.5 Ensuring wellbeing, equality and inclusion (all themes) Q1.2 Equity for all learners Q1.3 Creativity Skills Q1.5 Digital Innovation Q1.5 Digital Literacy 		

9

School Operations Risk Toolkit Renewal Planning

Tasks	By Whom	Resources	Time	Progress & Impact
Schools should set up a H and S working group, if not already in place	<ul style="list-style-type: none"> HT BM Staffing representatives, teaching and non-teaching 			
School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools.	<ul style="list-style-type: none"> School Leaders Corporate Facilities Management Corporate Procurement Corporate Health and Safety 	<ul style="list-style-type: none"> Link to national advice Link to School Operations Sheets SPS sheets 	<ul style="list-style-type: none"> From now Ongoing as advice is updated and shared 	
Take cognisance of the roles and responsibilities of School Leaders and others in relation to Infection Control and action in collaboration with other services in order to open safely.	<ul style="list-style-type: none"> School Leaders All staff Corporate Facilities Management Corporate Procurement Corporate Health and Safety 	<ul style="list-style-type: none"> Link to SORT – Infection Control spreadsheet ICS Infection Control 	<ul style="list-style-type: none"> By June 2020 	
Take cognisance of the roles and responsibilities of School Leaders and others in relation to Risk Assessment and action in collaboration with other services in order to open safely.	<ul style="list-style-type: none"> School Leaders All staff Corporate Facilities Management Corporate Procurement Corporate Health and Safety 	<ul style="list-style-type: none"> Link to SORT – Risk Assessment spreadsheet SOS Risk Assessment 	<ul style="list-style-type: none"> By June 2020 	
Audit the needs and requirements of the school's cohort (staffing, pupils, parents) so that school can identify its priorities for accessing a new model for learning.	<ul style="list-style-type: none"> All staff Pupils Parents 	<ul style="list-style-type: none"> Link to SORT – Needs spreadsheet 		
Audit the needs and requirements within learning environments so that specific requirements are put in place that provide quality learning and teaching.	<ul style="list-style-type: none"> All staff Pupils 	<ul style="list-style-type: none"> Link to SORT – Place spreadsheet 		

SORT Includes the following themes



Infection Control



Risk Assessment



People



Place

Appendix Two – Nurture, Adapt, Renew

Nurture, Adapt and Renew

We know the best way to support children through change and adversity is through nurturing supportive relationships with skilled adults. When schools return on 11th August 2020, we will still be in a period of adaptation and renewal with a blend of school and home learning. It would be wrong to assume that children will pick up from where they left off. The nurture principles are a helpful starting point for meeting the needs of all children during this period of intense uncertainty and disruption.

Learning is understood developmentally

We must accept and welcome our children where they are at. Not where they were when we last spent time with them, where we would expect them to be for their age or where their peers are. The impact of school closures on children will be extremely individual and will have a variety of positive and negative effects. Knowing the child and offering them experiences which are appropriate for their developmental level is key here.

The school offers a secure base

The change, uncertainty and loss of school closures and the wider impact of Covid-19 on society will affect children differently depending on the balance of other protective and risk factors in their lives. Now, more than ever we need to ensure that our schools and settings offer a secure emotional base for children in which their social and emotional development is well supported. We have an opportunity here to support the mental wellbeing of our children and indeed see it flourish.

Nurture is important for wellbeing

On welcoming our children back to school, it will help to demonstrate that we kept them in mind while we were not together. Connections and relationships are still in place and can be renewed and strengthened. We have a golden opportunity to build resilience by modelling mentally healthy responses to the disruption and change whilst not minimising the adversities faced by some adults and children alike.

Language is a vital means of communication

Children will look to those around them for language to describe our shared experiences and also to understand and put into words their individual experiences. We need to think carefully about the words we choose to describe the changes we have all experienced and encourage children to use language to help understand what has happened to them and how they feel about it. We must refrain from putting words in children's mouths or assuming that our experience is shared by others.

All behaviour is communication

We are used to interpreting how children behave as communication and asking ourselves "*What is this child trying to tell me?*". We may observe some confusing or unexpected behaviours from children when schools return. It is important to remember that the child's behaviour makes sense to them given their unique experiences. It is our job to help work out what their behaviour is telling us and how best to support the child with what has happened to them.

The importance of transitions

Transitions are important in the lives of all children. This is true of larger, more obvious transitions like moving from primary 7 to secondary school but also for smaller, less visible transitions. Most of us have experienced major transitions in recent months affecting work, home and social lives. Some children will cope with these transitions with minimal support. Others will find them intensely troubling. What will help is establishing and maintaining routines, as much predictability as possible, the use of familiar environments and experiences and transitional objects where necessary.

Our wellbeing affects the wellbeing of children

We know that we can't keep pouring from an empty cup. In order to support our children and young people as best we can we need also attend to our own mental health and wellbeing. We have all experienced a protracted period of change, sometimes loss, and will continue to do so for the foreseeable future. It is essential we look after our own wellbeing by using colleagues and the wealth of Council supports. There is [wellbeing information](#) on our website for colleagues.

Compassionate understanding and practice offer the best conditions for child development

When we practice compassionately, we are non-judgmental, we offer unconditional positive regard, we assume that people are doing the best they can in the circumstances they are in. We will need to practice our compassion by showing sensitivity to how any stresses and difficulty have affected those around us. This applies to children, colleagues and families. Not only do we need to try and take as compassionate an attitude as possible to others, we will need to demonstrate this by our actions and also apply this same compassionate approach to ourselves.

Aicha Reid CPsychol

Depute Principal Educational Psychologist

May 2020

Appendix Three– Financial Implications

Financial Implications

Schools re-opening estimated additional costs June - December 2020

50% and 100% models

	50% - 2m	50% - 1m	100%	
Description	£m	£m	£m	Notes
Learning and teaching	8.1	8.1	8.1	Back-fill of learning and teaching staff due to COVID-19 related absence. Expected to be required in both models.
Learning and teaching (50% model only)	13.6	6.9	0.0	Additional learning and teaching staff to support the additional teaching spaces required and blended learning. Additional staffing requirement for 1m contingency model.
Digital inclusion	1.6	1.6	1.6	Additional devices for pupils in excess of the number funded by the Scottish Government digital exclusion initiative. Potential for further funding but not confirmed as yet
Facilities Management	5.0	5.0	4.5	Additional cleaning, net impact on school meals income and health and safety measures
Facilities Management (50% model only)	4.6	1.4	0.0	Additional cleaning, school meals and health and safety measures for 47 additional premises (2m model)
Home to school transport	0.0	0.0	0.0	Latest guidance on distancing is not expected to incur additional costs in 100% model. The 50% contingency models expected to be net cost neutral.
Summer hubs	0.3	0.3	0.3	Key worker and vulnerable children support over the summer holiday period
TOTAL	33.1	23.3	14.5	

Schools re-opening estimated costs and funding - June to December 2020

	50% - 2m	50% - 1m	100%	
	£m	£m	£m	Notes
Estimated costs	33.1	23.3	14.5	Includes £1.6m for 4,150 devices. Potential for this to be covered from specific SG funding, to be advised
Potential funding options				
1,140 Early Years	10.4	10.4	10.4	Balance available having assumed 1,140 commitments are honoured, £1m investment in outdoor provision and £0.3m on ICT devices for staff
Pupil Equity Fund	0.6	0.6	0.6	To be agreed with schools
Scottish Government schools re-opening funding	3.5	3.5	3.5	£50m nationally, CEC share estimated at approximately £3.5m. Confirmation of amount and time period it covers to be confirmed
	14.5	14.5	14.5	
Balance to be funded	18.6	8.8	0.0	

Note 1

The estimated costs cover the period to 31st December 2020 whereas the funding covers the period to 31st March 2021.

Therefore, should the additional costs extend into the January - March 2021 period the 100% model could create an unbudgeted pressure for the Council and the contingency model pressures could increase further

Note 2

All models include £8.1m estimated costs to back-fill COVID related staff absence. However, additional funding of approximately £5.3m is expected to be provided to appoint additional teachers and support staff.

The guidance indicates these staff can be used to cover COVID-related staff absence which may result in the unbudgeted costs reducing.

Appendix Four – Transitions

Schools and nurseries need to take account of the current pandemic context for children when planning transitions. Even where the experience of living for an extended period of time with their family has been a positive one, children may find returning to school and nursery life challenging, and there will be some children carrying the negative impact of family circumstances or confined social experiences. The traditional events and activities to support transitions cannot take place, therefore a different approach to transition is essential to support the wellbeing of our children as they move back into community life.

Given the pandemic lockdown, most transitions have taken place in a digital/ virtual environment. Some, but not all, children with additional support still will required a physical experience of a transition, (enhanced transition) to give them the extra help to make transitions successfully.



4.1 Early Years and Primary School Transitions

The chosen theme for Primary Transitions was Edinburgh Bear, this was a universal offer for nursery and P1 and culminates in a Bear Hunt Project this summer.

- Transition leaflet and letter to parents from the City of Edinburgh Council for P1 intake
- CLPL including **Realising the Ambition** podcasts with the authors of new national practice guidance
- Draft resources to support pedagogy, with solution-focused approach to ensuring quality within hygiene restrictions [sent to all HTs and available on EL tile]
- Enhanced transitions supported by Early Practitioners and supported by Assisted Learning Services for identified children
- Edinburgh Bear character transition stories to support children and families to understand safety routines in a positive way.
- Edinburgh Bear signage eg to support physical distancing Bear Hunt activities for P1 and nursery
- Refreshed planning guidance
- Guidance to support blended model Further CLPL delivered virtually.

4.2 Secondary Transitions

A **Moving On Up** theme was adopted for those pupils leaving primary school and moving to secondary school, this included:

An adaptation for all our P7s for what would have been their three-day visits in June. It signposts our P7 learners to the latest help and advice on how to navigate the challenges of starting secondary school. There is also a pupil version of the plan and a parent guide in the pack. Some of the many activities include: Leaving a goodbye message at primary school, making an individual goal on what each pupil wanted to achieve and reflecting on feelings on moving to Secondary School.

It is hoped that this resource will continue to facilitate discussions between Primary and Secondary settings on how they will take the ideas forward together in their cluster.

The final day of activities include a city-wide design competition. All P7 pupils can take part with the chance to redesign the toolkit and win a prize.

Updates are regularly posted on social media to help celebrate the achievement of our unique class 2020. We hope that you will help us by promoting this campaign through your links and by following us on [#movingonupedin](#).



My World of Work is another online resource CEC have adopted as a P7-S1 transition activity.

The interactive tools on www.myworldofwork.co.uk/ican will help children to reflect on who they are, what they are good at and what they are proud of.

The results of the *Animal me* and *My interests* tasks will help students to complete the *All About Me Profile* tool. The *Profile* will capture information about each child's personality, interests, skills and achievements. This *Profile* can then be shared with parents and their class teacher in the Primary School and then be used in the Secondary to record achievements and targets.

8.3 Transitions Special Schools

Transition visits have been offered to all children coming into P1 and S1 in the special school sector. Transition information has also been shared with families.

8.4 Preparing to Leave School

As a local authority we are acutely aware that the transition from High School to the next stage of learning and/or work is a milestone for every young person. Our Edinburgh Learns Pathways strategy incorporates a robust 16+ process to identify, track and monitor post-16

engagement/destinations. This year COVID19 has made this even more challenging. The number of job and training opportunities available are fewer than anticipated a few months ago. Through our partnership work with Skills Development Scotland and the regional DYW Employer-led Board, we keep abreast of labour market intelligence. Many industries that employ and develop our young people are affected: hospitality, retail, tourism, construction and creative industries to name a few. Pathways involving Further and Higher Education have also been affected.

Recognising that young people who planned to move into employment, training, further or higher education, may now be very concerned about what their future will look like, we liaised with our key partners (Skills Development Scotland, Edinburgh College, universities, training providers and employer organisations) and issued co-constructed revised 16+ guidance to all schools [EL Pathways 16+ Leaver Guidance](#)

The Head of Schools wrote to each Parent/Carer of pupils in S4-S6 offering reassurance that under these circumstances, the Council, our schools and partner services are working together to develop and offer additional choices for those planning to leave school. An accompanying leaflet provided career information and advice for S4-S6 pupils who may be planning to leave school, including a senior transition flowchart. It also outlined support for staying connected and emotionally healthy in these uncertain times. We have also posted an update on the City of Edinburgh website about our [services for young people and schools leavers](#):

The City of Edinburgh Youth Employment Partnership has reconvened and devised an action plan to ensure a coordinated approach across services. This includes the re-launch of our Edinburgh Guarantee service to ensure that no one is left behind. Edinburgh College are guaranteeing that each young person who applies will receive the offer of a place, though it may not be in the course of their first choice. Our regional DYW and Foundation Apprenticeship Boards are also collaborating and sharing best practice across Edinburgh, Mid and East Lothians. We believe that by working together we will be able to provide the best opportunities for our young people and develop a dynamic workforce.

Our Universal response:

- Head of Schools Letter to all S4-S6 parents
- Advice and information for school leavers Summer 2020
- Links to guidance on employment and training, further education, and higher education
- Youth Employment Partnership
- Edinburgh Guarantee
- *Skills Development Scotland* – revised Service Level agreement with schools to ensure that each leaver receives individual follow-up with Careers Adviser, alongside targeted cohort of young people returning to school
- *Skills Development Scotland* – Senior Leavers Advice Worksheet

Appendix Five – Example School Renewal Plan

SCHOOL NAME

Renewal Plan

Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows (<i>the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome</i>): Table for Primary <p>Long Term:</p> <ul style="list-style-type: none"> SECONDARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows (<i>the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the</i> 		

gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups): Table for Secondary				
NIF Priority :- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			QIs/Themes <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement 	
Tasks	By Whom	Resources	Time	Progress & Impact
1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty	•	• Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20).	•	•

<p>related attainment gap post-COVID-19</p> <p>1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5</p>		<ul style="list-style-type: none"> Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). NIH excellence and equity datatoolkit Professional dialogue with staff using the baseline data to inform the measurable targets. CEC Pupil Equity Funding: Plan 2020-21 - School Template 		
<p>2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Table on pg 10 and paragraph on pg 15 of (Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland) School Data from Digital Access Audit 		<ul style="list-style-type: none">
<p>3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PEF National Guidance 2020-21 PEF City of Edinburgh Council Guidance 2020-21 Pupil Equity Funding: Plan 2020-21 - School Template Equity Self-Evaluation Resource (Education Scotland) Interventions for Equity Diagram Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 		
4. Planning the financial management of resources to support equity.	•	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	•	•
5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.	•	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources 	•	•
6a. Establish or build upon existing family learning programmes- adapt to a COVID context	•	<ul style="list-style-type: none"> • Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first 	•	•

<p>6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.</p>		<p>time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals.</p> <ul style="list-style-type: none"> • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning 		
<p>7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>9. Inclusion</p> <p>9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.</p>	<ul style="list-style-type: none"> • SfL staff with support from ASL Service colleagues as required 	<ul style="list-style-type: none"> • Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/ 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p>		<ul style="list-style-type: none"> • https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ • Planning for Learning part 3: Individualised educational programmes (IEPs) • https://education.gov.scot/parentzone/Documents/CfEbriefing13.pdf 		
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Appendix Six – Inclusive Practice Renewal Planning Checklist

Adaptation and Renewal Checklist of Inclusion Supports During Covid-19

Please note your ASL Service Leader and EP are there to support and advise you. Please arrange a suitable time to meet with them to discuss their role with the school in relation to adaptations and renewal. Consideration should be given to EAL and wider needs.


Health and Safety		✓
Environment	<ul style="list-style-type: none"> Consideration should be given to setting up a temporary Enhanced Support room. This will be for a small cohort of children or young people with more complex needs who require additional levels of support to safely reintegrate. There should be no more than 6 children accessing this at a time and fewer if required to comply with physical distancing requirements. The base could be overseen by the school SfL Team Lead and Support for Learning team. 	
	<ul style="list-style-type: none"> Child friendly signage to support the new normal is crucial. ASL Service are developing boardmaker signage to support this. These will be ready soon. Please see recommended signage below: <ul style="list-style-type: none"> Child friendly signage in each classroom and around school as visual reminder of infection control measures and respiratory hygiene and to support understanding of new systems and organisation/access to areas: One-way systems – use of footprints/ arrows on floor will support children to understand and comply with this 2m distance marked out in corridors Boardmaker signage in each classroom as visual reminder of infection control measures and respiratory hygiene, to include start/end of day 	



	<p>routines/lining up/ movement around school, what to do if feeling unwell (keep low key)</p> <ul style="list-style-type: none"> ○ Numbers of individuals allowed in specific areas at any one time to be displayed clearly in each area ○ Playground rules – Boardmaker visuals to show rules ○ Social distancing – visuals to show OK/Not OK ○ Changes in staffing – staff pictures ○ Toilet use – visuals to show safe toilet use 	
Risk Assessments	<ul style="list-style-type: none"> • It is recognised that many children we support will not manage social distancing and therefore measures recommended by SG in such situations include: <ul style="list-style-type: none"> . Enhanced hand hygiene and cleaning practices. . Caring for children in small groups. . Minimising contact between those groups. . Maximising use of outdoor spaces. . Physical distancing between adults in the setting, including parents at drop-off and pick-up times 	
Health Care Planning	<ul style="list-style-type: none"> • Changes to law as a result of Covid-19 mean that authorities should ‘make the best endeavour’ to meet need. Consider how you do this for children with HCPs with support from wider partners if needed. 	

Health and Wellbeing		✓
Vulnerable Children	<ul style="list-style-type: none"> • Priority of access to schools is to be given to our most vulnerable. This includes: <i>Children who may be provided with access to day care services under section 2 of the Children (Scotland) Act 1995/6.</i> <p><i>Ie</i></p> <ul style="list-style-type: none"> (a) for a particular child; (b) if provided with a view to safeguarding or promoting his or her welfare, for his or her family; or (c) if provided with such a view, for any other member of his or her family 	
	<ul style="list-style-type: none"> • If children can integrate safely in their normal classes, they should do this and class teaching should be adapted to enable this for the majority. 	
	<ul style="list-style-type: none"> • If a support base is available and appropriate, children should be timetabled to attend different areas of the base to maximise use through zoning of the rooms/use of outdoors. 	
	<ul style="list-style-type: none"> • Assessment of Needs undertaken for vulnerable pupils either those with health care needs or as described above, with use of risk and resilience matrix to support planning to meet wellbeing needs 	
	<ul style="list-style-type: none"> • Consider particular <i>key adult</i> focus on pupils who are anxious about returning/whose parents are anxious about sending them to school and the context for this including protected characteristics such as race/LGBTI+/disability 	

	<ul style="list-style-type: none"> Embedding of equality matters across our blended curriculum offer and consideration of support for this in a home- learning context eg racism/LGBT+/disability 	
Teaching and Learning		✓
Pathway 1 and 2	<p>NB Advice and consultation will continue at pathway 1 and 2 including EAL supports, support for learning and literacy and dyslexia supports.</p> <p><i>Please discuss needs with your ASL Service leader and/or educational Psychologist.</i></p>	
Pathway 3 supports	<ul style="list-style-type: none"> A range of supports will continue to be available: <ul style="list-style-type: none"> ASL Area Teams supporting children at risk of exclusion or out of school. Please discuss needs with your ASL Service Leader. We are keen to explore what we can do locally for schools/clusters within the limits such as staffing/ limiting spread of Covid-19. ASL Early Years support for families and children struggling to be included in early years settings (contact ASAP) Enhanced Transition Supports for vulnerable children (Contact your ASL SL) Psychological Services consultation, assessment and intervention (contact your EP). Forest Schools for Care Experienced Children (contact Fiona Calder) Bush Craft (contact ASAP) Growing Youth (S2-4) (Contact ASL SL) Bikeability (contact ASAP) Spartans (S3/4) (contact ASAP) ASL Locality Hubs (contact ASL SLs) Urban Nature (contact Fran Platt) 	

	<ul style="list-style-type: none"> ○ Support for deaf and blind children (Contact ASAP) ○ Support for children too ill to attend school/in hospital (contact Edinburgh Secure HT) ○ Edinburgh Together (contact ASAP): <ul style="list-style-type: none"> ▪ Support up to P3 Children 1st ▪ Support P3-S2 Barnardo's ▪ Support S3-4 (Canongate Youth) ○ Support for bilingual families who have children with wider complex needs (Contact ASL SL) ○ Virtual Learning Environments - VLE 	
Digital Learning	<p>We are confident in our blended provision of supports for children with ASN including appropriately differentiated digital learning.</p> <p>http://www.autismtoolbox.co.uk/resources</p> <p>https://www.thirdspace.scot/nait/digitallearning</p> <p>ASL Online learning suggestions 2020.docx</p>	
Learning at home	<p>We are confident in our blended provision of supports for children with ASN including appropriately differentiated home learning opportunities supported by school staff where possible.</p> <p>Useful resources can be found here on our Inclusion Hub.</p> <p>Collated useful resources can be found in this link: stuckathomeactivities</p> <p>English as an Additional Language resources for home learning</p>	

	<p>Coronavirus (COVID-19): framework to support gypsy/traveller communities. Further, STEP have created an area on its website with resources designed specifically for G/T families, to support them through the crisis - see https://step-families.co.uk/</p> <p> Learning at home pathways to support V3.docx</p> <p>Special schools also have a lot of online learning to access on their school websites.</p>	
Equity		✓
	<ul style="list-style-type: none"> • Access to digital technology to support remote learning – PEF can be used to support this. Speak to QIEO if you are not in a position to support home digital learning 	
	<ul style="list-style-type: none"> • Access to FSM entitlements 	
	<ul style="list-style-type: none"> • Access to clothing to support outdoor learning 	
	<ul style="list-style-type: none"> • Support for home learning – reviewing completed work 	
Transitions		✓
	<p>Early Years</p> <p>Enhanced transition plans should be considered as part of the transition planning process and agreed by the team around the child. Virtual CPMs have been helping in the collation of these plans.</p> <p>Staff who know the children can help create an 'All About Me' booklet for the new staff to help with getting to know the child and his/her needs. Due to the limited time and long summer break, enhanced transition visits to school settings in June for new P1 children will in the main be inappropriate. It would be more meaningful to have these as part of their August transition planning. An 'I am going to school'</p>	

	<p>photobook can be compiled by each setting to show how different areas of the school look.</p> <p>Resources mentioned above can be found here:</p> <p> EY Enhanced Transition Toolkit.zip</p>	
	<p>Primary-Secondary</p> <p>Transition tools can be found in the following links to support enhanced transitions for key children.</p> <p> Enhanced Transition Toolkit.zip</p>	
	<p>School Leavers</p> <ul style="list-style-type: none"> The Association for Real Change (ARC) have adapted their Principles into Practice guidance (to support young people transitioning into positive destinations), in the light of COVID -19. Here is the link: <p>https://scottishtransitions.org.uk/7-principles-of-good-transitions/principles-into-practice/</p>	
	<p>EAL</p> <p>Inclusion Hub (EAL) - Transition</p>	
	<p>General</p>	

	<p>National Autism Implementation Team Scotland (NAIT) have produced transition guidance and supports for autistic learners of all ages: https://www.thirdspace.scot/nait/covid-19-return-to-school/</p> <p>https://education.gov.scot/improvement/learning-resources/transitions/#Transitions-ASN</p>	
	<p>Please refer to the Transition Improvement Plan for more info: transitionsip</p>	
Staff CLPL		✓
Online ASL learning	<p>The following is a list of suggested online learning for all new staff or staff keen to develop their additional support for learning knowledge and expertise. This will be added to over the course of next session.</p> <p>ASL Online learning suggestions May 2020.docx</p> <p><u>Worth a read if you can:</u></p> <p>https://www.ssaturk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/</p>	
Partnership Working		✓
	<p>Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school issafely in place?</p>	
	<p>Where LAs cannot, despite 'best endeavours' provide the support listed in a Health Care plan can pupil safety in school be guaranteed? Eg behaviour support.</p>	

Will there be clear guidelines on entry to school about the procedures in place for essential visitors from external agencies visiting pupils at the school (eg educational psychologists, child and adult mental health services (CAMHS), ASL Service etc)?	
Will visitors working closely with pupils be offered PPE where necessary?	

Appendix Seven – Contingency Building Plan

Below are the proposed Council-owned alternative accommodation to support schools re-opening in both 100% and 50% models. Please note that this is subject to change.

Accommodation Options Proposed	School	Estimated Contingency Requirements	Required for Out of School Care in 100% return to school	Category	Locality	Ward
Inch Community Centre	Liberton Primary School	2 Classes	yes	Community Centre	South East	Liberton/Gilmerton
Kirkliston Community Centre	Kirkliston Primary School	2 Classes	yes	Community Centre	North West	Almond
Ratho Community Centre	Ratho Primary School	Hub Space	yes	Community Centre	South West	Pentland Hills
Tollcross Community Centre	James Gillespie's High School	Hub Space	yes	Community Centre	South West	Fountainbridge/Craiglockhart
Nelson Hall Community Centre	Sciennes Primary School	2 classes	yes	Community Centre	South East	Southside/Newington
Munro Community Centre	Clermiston Primary School	Hub Space	yes	Community Centre	North West	Drumbrae/Gyle
Wardie Residents Club	Wardie Primary School	2 Classes	yes	Community Centre	North West	Forth

South Queensferry Community Centre (Top Centre)	Echline Primary School	2 Classes	yes	Community Centre	North West	Almond
Balerno Community Centre	Balerno Community High School	4 Classes + Hub Space shared with Dean Park PS		Community Centre	South West	Pentland Hills
	Dean Park Primary School	Hub Space with Balerno High School		Community Centre	South West	Pentland Hills
Wash House Community Centre	Towerbank Primary School	2 Classes		Community Centre	North East	Portobello/Craigmillar
Kirkgate Community Centre	St Marys Leith Primary School	2 Classes + Hub (shared with Taobh na Pairce)		Community Centre	North East	Leith
	Leith Academy	4 Classes		Community Centre	North East	Leith Walk
Fort Community Centre	Taobh na Páirce	Hub Space (shared with St Mary's Leith Primary School)		Community Centre	North East	Leith Walk
Colinton Mains Community Centre	Firrhill High School	5 Classes total - could be split between both Pentlands and Colinton Mains CCs		Community Centre	South West	Colinton/Fairmilehead
Pentlands Community Centre	Firrhill High School	See above		Community Centre	South West	Colinton/Fairmilehead
Southside Community Centre	James Gillespie's High School	6 Classes		Community Centre	South East	Southside/Newington
St Brides Community Centre	Boroughmuir High School	6 Classes		Community Centre	South West	Sighthill/Gorgie
Goodtrees Community Centre	Liberton High School	4 Classes		Community Centre	South East	Liberton/Gilmerton
Gilmerton Community Centre & Society Hall	Liberton High School	Hub Space		Community Centre	South East	Liberton/Gilmerton
Rannoch Community Centre	The Royal High School	6 Classes (+ Hub) – either or with below		Community Centre	North West	Drumrae/Gyle
Portobello Library	Towerbank Primary School	Hub Space		Library	North East	Portobello/Craigmillar
Kirkliston Library	Kirkliston Primary School	Hub Space		Library	North West	Almond

Fountainbridge Library	Boroughmuir High School	Hub Space		Library	South West	Fountainbridge/Craiglockhart
Balgreen Library	Balgreen Primary School	Classes - to release gym hall/dining space		Library	South West	Sighthill/Gorgie
Central Library	St Thomas of Aquin's RC High School	4 Classes + Hub		Library	South East	City Centre
Drumrae Hub Library & Offices	The Royal High School	6 Classes (+ Hub) - either or with above		Library	North West	Drumrae/Gyle
Muirhouse Library	Granton Primary School	3 Classes		Library	North West	Almond
Granton Library	Granton Primary School	Hub Space		Library	North West	Forth
Newington Library	Sciennes Primary School	Hub Space		Library	South East	Southside/Newington
Currie Library	Currie Primary School	2 Classes		Library	South West	Pentland Hills
Morningside Library	South Morningside Primary School	2 Classes		Library	South East	Morningside
West Pilton Neighbourhood Centre	Craigroyston Community High School	Hub Space		Neighbourhood Centre	North West	Inverleith
Churchill Theatre	South Morningside Primary School	Southside Hub - also serving JGPS and Bruntsfield PS		Theatre	South East	Morningside
	James Gillespies Primary School	Southside Hub - also serving SMPS and Bruntsfield PS		Theatre	South East	Morningside
	Bruntsfield Primary School	Southside Hub - also serving SMPS and JGPS		Theatre	South East	Morningside
Portlee Day Centre (formerly Hawkhill Adult Training)	Leith Academy	4 Classes		Training Centre	North East	Leith
Citadel Youth Centre	Leith Academy	Hub Space		Youth Centre	North East	Leith

Appendix Eight – Guidance for non-core staff and Partners – 18/09/20

1. Introduction and purpose of this guidance

For the purposes of this guidance, staff have been grouped into categories to reflect the essential delivery of service.

Level 1 – core teaching staff, PSAs, etc

Level 2 – police, clergy, Social Workers, supply teachers, Instrumental Music Instructors, Skills Development Scotland staff, JET Team, **School Nurse**

Level 3 – Peripatetic: ASL, Psychologists, Youth Music Initiative (YMI) Tutors

Non-core staff and partner services are valued and provide considerable additionality and specialism in schools for children, young people and families in receipt of their support. In agreeing specific risk measurements with these staff and following a Risk Management Meeting on 4/9/20, we are now able to include them within schools, however this will continue to be reviewed on the agreed dates – every second Thursday, with next review date being 17th September.

The purpose of this guidance is to assist managers in determining how such services can support continuity in learning during and beyond phased recovery. It draws from current Government advice and aims to assist colleagues in addressing and adhering to risk management around coronavirus (COVID-19). It will support schools to continue to deliver certain specialist support functions with identified individuals and groups of children and young people as appropriate to their local context and risk assessment.

2. Guiding Principles

The following principles should underpin any planning and allow for demographic differences between educational establishments and central teams and their functions.

Safe

Staff deployment and recovery plans must protect the physical, emotional and mental health and wellbeing of children, young people, parents and staff and prevent any spread of infection.



Fair and Ethical

Plans should ensure every child has the same opportunity to succeed through their learning in-school and in-home learning, if applicable, during recovery, with a particular focus on closing the poverty related attainment gap; and therefore, learners at key points and/or with specific needs should be prioritised. This will be determined through consultation between school/setting leaders and central team managers.

Clear

Plans should be easy to interpret and understand, and have the confidence of parents, staff and young people so that they can plan ahead.

Realistic

Plans must be possible and achievable within the resources that each school and the Council has available. They must also ensure that there is collaboration between central teams to minimise the number of staff visits to a school across a week.

Moving between multiple different settings should be discouraged during this period except in circumstances where the individual works with the same group of children. These cohorts should work with the same staff members, as much as possible.

3. Preparation for engagement

In order to support our children and young people back into their learning environments we need to adopt a flexible approach and work in close collaboration with the individuals' setting or school and other peripatetic services. All non-core support within early learning, schools and specialist settings will have to be agreed, in advance, with the management team of that facility and co-ordinated with other non-core / partner visits. It will also be important to maintain communication with usual contacts, so that the child or young person, staff working directly with them and management team are fully prepared for visits.

All non-core staff / partners must be aware of the infection control procedures and Risk Assessments in place for each educational setting/ building prior to entry. Non-core staff should comply with the same requirements for handwashing or hand sanitising upon entering and exiting the building as other visitors.

4. Considerations during recovery

When planning contact with schools, children or families consideration should be given to:

- minimising the number of sustained contacts to those that are **essential**



- availability of adequate space within the setting or school environment to allow for physical distancing;
- individual establishment health and safety plans;
- individual learner Risk Assessments, where these are in place;
- adequate provision of appropriate PPE;
- permissions from parents and/or young person, if required;
- the timing of support i.e. within core time with the setting or school or at an additional time;
- safe use of resources, including:
 - adhering to National guidance on pupil use of their own device, i.e. phone, tablet or laptop.
 - maintaining teacher professionalism and good student relationships using online platforms. Further information can be found in the [General Teaching Council for Scotland advice on online good practice](#), which offers useful information on working in an online environment.
 - equipment sharing protocols.
 - appropriate cleaning is in place.
- planning activities outdoors if the task allows.

Level 2 staff

Supply teachers will work in a maximum of three different schools in a week.

Police officers, clergy and social workers must restrict visits between schools and be present to provide essential service only. This includes police inquiries and interviews. Risk Assessments apply in all situations.

SDS staff will work only in their nominated schools and will attend other meetings virtually.

DYW/JET staff will only work in one setting per day, up to a maximum of 3 different settings per week

Instrumental Music Instructors will work in a **maximum** of three different schools in a week, some will work in fewer. They will still be required to teach online in some cases. There may be reasons why some instructors need to work from home on agreed days. This will be approved following discussion with IMS managers.

Where Instrumental Music Instructors work in 2 or 3 schools, they will see the same pupils every week and records of pupils' lessons must be kept up to date.

Brass, wind and singing should continue to be avoided until further Scottish Government guidance is issued.

Level 3 staff



Peripatetic and non-core staff who are able to physically distance will only visit one learning environment or school per day, in which they could have direct contact with up to two 'contacts'. A single contact is defined as one child, a group of children, a class, year group (secondary schools), a single member of staff, a group of staff, a parent or carer, a family group.

To avoid any confusion, Specialist Staff assigned to one school are to be treated in the same way as Core members of staff, in terms of numbers of groups they can have contact with.

Where Specialist Staff are shared over two settings this should be proportionately arranged in blocks of teaching (ideally in 2-week blocks). For Specialist staff who normally teach across more than two settings the peripatetic guidance should be followed. This includes YMI.

Peripatetic and non – core staff who are not able to physically distance at work, i.e. they need to provide personal care or work with very young children or children with complex additional support needs, will be based with one child or group of children and in one school or setting. It is recommended this is for a block of 2-4 weeks at a time.

Other arrangements may be required based on the wellbeing needs of the pupils. These arrangements should be subject to risk assessment between education settings and wider partners such as ASL Service staff or third sector colleagues involved. Risk assessments should be shared with all relevant staff.

Please refer to the Early Learning and Childcare [Guidance](#) for additional information for non-core staff working with very young children.

If a child, young person or visiting member of staff develops any symptoms of COVID-19 when in a school, the protocol of the school should be followed.

5. Prioritising need

During Phase one - visits to schools by non-core staff/ partners offering services are only permitted when it is essential for a child's learning or detailed in a Child's Plan/Minute of an alternative meeting e.g. CPCC, as defined to support a child's safety, health & wellbeing and/or access to education. The process for widening the safe use of partners and other non-core staff, including risk assessment, will be reviewed prior to phase 2 (October - December) and communicated to schools. If infection levels are appropriate and health and safety measures are fully embedded, widening provision will be introduced incrementally.

Services are encouraged to be mindful that having more adults in schools at one time creates an increased health and safety risk until the need for adults to physically distance from each other is removed.



Peripatetic staff should:

- check that the school can safely accommodate their visit;
- consider if their visit is needed if there are already several other services visiting the school that day;
- consider if the task could be completed through virtual/online means;

Over the closure period some of the ways staff have had to use technology to continue to deliver their function has been proven to be very effective. Opportunities should be sought to capitalise on the lessons learned and build in the new ways of working that have evaluated well to continue to improve practice.

6. Environment

When non-core staff are undertaking activities which are specialist, they may not be covered by the setting or school generic risk assessment. Therefore, a separate risk assessment specific to the non-core staff service should be undertaken and this risk assessment and relevant control measures shared with Headteachers or managers of the schools or settings to be visited. It is acknowledged that there will be situations which arise that will require a dynamic assessment of risk to be undertaken when they happen and that this should not prevent children and young people safely undertaking appropriate learning within their learning environments.

Early Year Settings

It is acknowledged that within Early Learning settings social distancing will not always be possible. Current guidance states that staff moving between ELC settings should be avoided, except in circumstances where the individual works with the same group of children.

It should be noted that this guidance also applies to these settings and the use of peripatetic / non-core staff / partner visits should be planned according to the guidance and the needs of the children

[Scottish Government Guidance on Reopening Early Learning and Childcare Services](#)

This means that models of Early Years Peripatetic teaching and support roles will look different and need to take account of local and national guidance as well as local individual school recovery plans.



Primary and Secondary Schools

Each school will have developed bespoke plans for their school context. They will have taken into consideration their timetabling to maximise learning time for children and young people. The approach will take into consideration the configuration of the school building, transport and available staffing, and all current health and safety guidance and advice that relates to COVID-19. Movement in and around the school should be kept to a minimum.

7. Personal Protective Equipment (PPE)

Where a risk assessment indicates a foreseeable risk of physical intervention being required when a staff member is in a setting or school, they should have access to appropriate PPE to maximise safety for all involved, particularly where prolonged close physical contact is the only available option to staff. The relevant [government advice](#) regarding PPE must be followed, with all staff being mindful that this is likely to be subject to regular change and should be rechecked regularly.

Where a learner requires support which involves close contact between the learner and adult(s) supporting them, including children and young people with complex healthcare needs and those who require personal care, PPE should be used in line with national guidance and a risk assessment involving the appropriate professionals and partner agencies.

8. Resources and Equipment

The range of resources available for use in school will need to be restricted during this time and consideration should be given to the use of alternative resources and online materials to support learning. Where it is unavoidable, and children require to access equipment or resources, including those shared with others, extremely high standards of cleaning throughout the school day will be required.

Non-core staff should carefully consider the resources required during lessons and promote the use of equipment and resources that need only be used by the child. Shared resources should be avoided where possible and not shared by other group or moved between environments. Any resources that must be shared must be cleaned more frequently.

Useful links

[Early Learning and Childcare](#)

[Schools](#)

[Community Learning and Development sector](#)



[Physical distancing in education and childcare settings](#)



Appendix Nine – Active Schools

Background

The Council's **Sport and Outdoor Learning Unit (SOLU)** is committed to supporting effective education adaptation and renewal.

This document provides an outline of the integral part this unit is to play as part of the delivery of targeted catch up provision, to close the poverty related attainment gap in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19.

Health and Wellbeing, alongside numeracy and literacy is the key theme for the first term of primary schools. As such, we have identified the primary schools most in need of extra support provision by SOLU, embedding the Edinburgh Learns *Renew, Reconnect, Learn* curriculum guidance

Which Schools have been selected for support?

Thirteen schools have been identified as potentially having the greatest need for health and wellbeing support- the selection criteria was based on; FSM of over 30%, SAC schools, SIMD profile, and potential barriers to outdoor activity due to geographical location of schools/pupils' housing during lockdown, other poverty-related barriers to participation in outdoor activity

Each of these schools will be allocated one Active School Co-ordinator for the first term. This resource will work with a maximum of two groups of children per day, alongside their teacher(s) and promote outdoor learning and physical activity. This resource can also help teachers plan physical activity into each and every day – from 5 minute yoga stretch to a playground games, playground buddies, multi skills, outdoor activities, including Clubgolf, team building games.

Schools	Locality
Canal View Primary School	South West
Niddrie Mill Primary School	North East
Forthview Primary School	North West
Sighthill Primary School	South West
Castleview Primary School	North East
Pirniehall Primary School	North West
Clovenstone Primary School	South West
Royal Mile Primary School	South East
Craigroyston Primary School	North West
St Francis Primary School	North East
St Catherine's Primary School	North East
Braidburn Special School	South West
Bruntstane Primary School	North East

A further sixteen schools have also been identified by QIOs as requiring support to ensure Health and Wellbeing, these schools will be placed on a rota, and have an Active School resource every second week during the first term.



School	Locality
Ferryhill Primary School	North West
Granton Primary School	North West
Broomhouse Primary School	North West
Murrayburn Primary School	North West
Gilmerton Primary School	South East
Craigour Park Primary School	South East
Leith Primary School	North East
Leith Walk Primary School	North East
Gracemount Primary School	South East
St John Vianney Primary School	North East
St David's Primary School	North West
St Mark's Primary School	South East
Stenhouse Primary School	South West
Balgreen Primary School	South West
Hillwood Primary School	North West

St Mary's Leith Primary School	North East
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Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020

VERSION CONTROL

Version	Date	Summary of changes
V1.0	30/7/2020	First version of document
V2.0	25/8/2020	Update to guidance on face coverings in Key Public Health Measures section and Dedicated School Transport section. Updates effective from 31 st August 2020.
V3.0	11/9/2020	Various updates for clarification of key issues, including self-isolation, testing procedures, quarantine, outbreak and case management, and links to updated guidelines on Physical Education and Home Economics. The revised and additional text introduced in this version of the guidance is in red.

Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020

Non-statutory guidance to support implementation of a full-time return to school.

Version 3.0

Published 11 September 2020

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V1.0	30/7/2020	First version of document
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OVERVIEW

[Note: This overview section is under review and will be updated in light of the latest evidence and experience in the next version of the guidance.]

1. This guidance has been developed to support a safe return to school for all children, young people and staff taking full account of progress made in suppressing COVID-19 in Scotland, the scientific advice received and the advice of the Education Recovery Group and other key stakeholders.
2. In Scotland, as at 19 July 2020, 152 (0.8%) of a total 18,452 positive cases of COVID-19 were among people aged under 15. This is a rate of less than 20 per 100,000 of the population in that age group. There have been no deaths among people under 20 years of age. [These data](#) are regularly updated.
3. In the light of this greatly improved situation with regard to suppression of the virus, and in the context of the vital importance of school to a child's development, wellbeing and right to education, the balance of risk is now strongly in favour of children and young people returning to school full-time. This is a positive development that will help address the wider impacts of the virus on the health and wellbeing, educational progress and attainment of our children and young people.
4. It is the Scottish Government's intention that all children and young people, in all year groups, will return to school full-time from the autumn term in August so as to benefit once again from all that school brings to their lives. There is increasing concern around the negative impact of school closures on children and young people's wellbeing. The wellbeing of all children, young people and staff should be the central focus when preparing for the reopening of schools.
5. This updated planning assumption reflects the latest scientific evidence and advice and the significant progress that Scotland has made in suppressing the virus. It remains contingent, however, on continuing success in this regard and prevailing public health guidance. The Scottish Government has agreed with partners in the Education Recovery Group that schools will reopen on 11 August. The Scottish Government welcomes local authority decisions which enable children and young people to return to school full-time as quickly and safely as possible, and expects all pupils to be in school full-time by 18 August at the very latest. The Scottish Government will bring forward an Educational Continuity Direction to that effect.
6. The [scientific advice](#) that has informed this decision and the development of this guidance was published on 16 July. This updates and builds on an [initial summary of key scientific and public health advice](#) published on 26 May 2020.
7. We do not however expect the return to school in August to be a return to normality. We must remain vigilant and continue to manage the risks of COVID-19. This guidance has been designed to help our local authorities and schools to do so, and ensure the safety of children, young people and staff.

8. The guidance applies to all local authorities and schools (primary/secondary/special/school hostels/residential) under their management. Local authorities should ensure that any external organisations involved in delivering services in schools (e.g. contracted facilities management services) are required to follow this guidance. It should also be used by grant-aided schools and independent schools to support their recovery efforts. Please read the [supplementary guidance](#) for residential boarding/hostel accommodation in educational facilities, developed in partnership with relevant stakeholders. [COVID-19 guidance for colleges](#) may also be relevant to some.
9. Recognising its specific context, separate [guidance for the Early Learning and Childcare \(ELC\) and childcare sector](#) has been developed. There is also specific [guidance for childminders](#) and for “[Out of school care](#)”. [Guidance for youth work and the Community Learning and Development Sector](#) is also available.
10. Nothing in this guidance affects the legal obligations of local authorities with regard to health and safety, public health and their responsibilities under the Equality Act 2010. Local authorities must continue to adhere to all such duties when implementing this guidance. Under the [Coronavirus Act 2020](#), they must have regard to the advice relating to coronavirus from the Chief Medical Officer for Scotland.
11. Local authorities and schools should exercise their judgement when implementing this guidance, to ensure the safety and wellbeing of their children, young people and staff taking into account local circumstances. Where this guidance states that local authorities and schools:
 - “should” do something, there is a clear expectation, agreed by all key partners, that it should be done.
 - “may” or “may wish” to do something, the relevant sections have been included as examples of relevant practice that can be considered if appropriate. Local variations are likely.
12. Changes in incidence of COVID-19, and the impact of implementation of this guidance in schools, will be closely monitored at the national and local level. The guidance will be kept under review and updated when necessary. Local authorities and schools will also need to be able to adapt to local issues, e.g. outbreaks or local increases in cases of COVID-19, and follow any locally-determined advice and guidance.

KEY PUBLIC HEALTH MEASURES

13. This section of the guidance sets out the key public health measures that local authorities and schools should implement to minimise the risks of COVID-19 transmission and infection. These controls, when implemented alongside updated risk assessments, will help substantially reduce the risks to children, young people and staff and ensure a safe, successful return to school.
14. This guidance is designed to promote a consistent and equitable approach against the context of the nationwide health emergency. Every school is different, however, and local authorities and schools will understand best how this guidance can be applied in their settings. They should do so in a way that prioritises the health, safety and wellbeing of children, young people and staff, and ensure that the risk mitigation measures set out in this guidance are implemented effectively.

Risk assessment

15. Employers must protect people from harm. This includes taking reasonable steps to protect children, young people, staff and others from COVID-19 within the education setting.
16. It is a legal requirement that local authorities and headteachers ensure that risk assessments are conducted or updated to reflect the revised planning assumption of a full return to school. Implementation of the mitigations set out in this section will help manage risks effectively for children, young people and staff returning to full-time learning.
17. All aspects of the return to school should be considered, including transport to and from school and for learners attending college and work placement activities. Specific risk assessments should be completed regarding school cleaning and the use of school kitchens, including those used for home economics. This does not replace the need for other risk assessments required by law, such as under fire safety legislation. All risk assessments should be reviewed regularly and as circumstances change.
18. Schools should ensure that they implement pragmatic and proportionate control measures which reduce risk to the lowest reasonably practical level. They should have active arrangements in place to monitor that the controls are:
 - effective;
 - working as planned; and
 - updated appropriately considering any issues identified and changes in public health advice.
19. In accordance with relevant legislation and guidance, all local trade unions should be consulted with and involved in the development of risk assessments. Risk assessments should be shared with staff and trade unions, including catering and facilities management teams and contractors where appropriate.

20. Schools should communicate with all school staff, children, young people and parents/carers regarding health and safety. It is imperative that all members of the school community understand what measures are being put in place and why, and can cooperate to make them work. Schools may wish to consult children, young people and parents/carers on these arrangements to help ensure that they feel safe and comfortable in school.
21. While intended for wider use, the Health and Safety Executive has produced helpful [guidance on COVID-19 risk assessments](#).
22. For more information on what is required of employers in relation to health and safety risk assessments, see Annex B.

Public health measures to prevent and respond to infections

23. In order to address the risks identified in their risk assessments, local authorities and schools should adopt core public health measures in a way that is appropriate to their setting. Ensuring a positive learning environment for all children and young people, should include measures focused on preventing and responding to infections.
24. Essential public health measures include:
 - enhanced hygiene and environmental cleaning arrangements;
 - minimising contact with others (groupings, maintaining distancing for young people in secondary schools and physical distancing for adults);
 - wearing appropriate personal protective equipment (PPE) where necessary;
 - a requirement that people who are ill stay at home; and
 - active engagement with Test and Protect.

Enhanced hygiene and environmental cleaning

Personal hygiene

25. Schools should **strongly** encourage and support all children, young people, staff and any others for whom it is necessary to enter the school estate to maintain COVID-secure personal hygiene throughout the day.
26. The key COVID-secure personal hygiene measures that all children, young people and staff should follow are:
 - frequent washing/sanitising of hands for 20 seconds and drying thoroughly, and always when entering/leaving the building, before/after eating and after using the toilet;
 - encouraging children, young people and staff to avoid touching their faces including mouth, eyes and nose; and
 - using a tissue or elbow to cough or sneeze, and use bins that are emptied regularly for tissue waste.
27. It will be the responsibility of every individual in the school to observe good hygiene practice to minimise the risk of infection. Schools should identify opportunities to reinforce for all

children, young people and staff the importance of COVID-secure hygiene measures throughout the school day, as part of their work on responsible citizenship. Involving children and young people in discussions about how to manage mitigations will be critical to their success. Signage should be applied appropriately, including in toilets.

28. Adequate facilities should be available for [hand hygiene](#), including handwashing facilities that are adequately stocked or have alcohol-based hand rub at key areas. Outdoor hand basins or hand sanitisers should be available at entry/exit points, to allow all building users to wash/sanitise their hands as they enter/leave the building at pick up/drop off time and at break/lunch times. Help should be given to those children and young people who struggle to wash their hands independently. Over time it is possible that children and young people will become complacent about hand hygiene. Schools should involve them in making plans to ensure continued rigour.
29. School uniforms/clothing and staff clothing should be washed/cleaned as normal. Any arrangements in place to support washing of school uniform and clothing should be continued.

Enhanced environmental cleaning

30. If the school site or building has been closed for many weeks or if parts of the building have been out of use for a long period, the local authority/school should undertake a health and safety check of the building concerned, including water quality sampling for legionella and other bacteria.
31. Local authorities and schools should ensure that an enhanced environmental cleaning regime is in place. The regime put in place should be in line with [Health Protection Scotland Guidance for Non-Healthcare Settings](#). This specifies in particular:
 - Ensuring regular detergent cleaning schedules and procedures are in place using a product which is active against bacteria and viruses;
 - Ensuring regular (at least twice daily) cleaning of commonly touched objects and surfaces (e.g. desks, handles, dining tables, shared technology surfaces etc.);
 - Ensuring that where possible movement of individuals between work stations is minimised and where work spaces are shared there is cleaning between use (e.g. avoid hot desks and instead each individual, children, young people and staff, has a designated desk);
 - Ensuring there are adequate disposal facilities;
 - Wedging doors (other than fire doors) open, where appropriate, to reduce touchpoints;
 - Setting clear use and cleaning guidance for toilets to ensure they are kept clean and physical distancing is achieved as much as possible; and
 - Cleaning work vehicles, between different passengers or shifts as appropriate.
32. There should also be more frequent cleaning of rooms/areas that must be used by different groups, including staff (e.g. classrooms, toilet blocks, changing rooms and staff areas).
33. Movement of children, young people and staff between classrooms should be minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning

supplies to enable them to wipe down their own desk/chair/surfaces before leaving and, especially, on entering the room should be considered as part of overall hygiene strategies for secondary schools.

34. Careful consideration should be given to the cleaning regime for specialist equipment (e.g. in practical subjects or for children with additional support needs), sensory rooms, practical subjects with specialist equipment and dining halls, etc. to ensure safe use. Staff can safely eat in the dining hall if they wish. They should use their own crockery/cutlery in staff areas and ensure these are cleaned with warm general purpose detergent and dried thoroughly before being stored for re-use.
35. It is recommended that younger children access toys and equipment that are easy to clean. Resources such as sand, water and playdough should be used only by consistent groupings of children and should be part of relevant risk assessments. Children and young people should wherever possible be encouraged not to bring toys from home to the setting or to share their personal belongings, although it is appreciated that for younger children **and for some children and young people with additional support needs** this may be difficult to prevent. Consideration should be given to practical alternatives to provide comfort and reassurance, which is particularly important for younger children and children with additional needs. However, if a child brings their own book/bag/personal device that only they use then this should not increase the risk of indirect spread of the virus. Children, young people and staff should be instructed to keep bags on the floor and not on their desks or worktops.
36. Children, young people and staff can take books and other resources home, although unnecessary resource sharing including textbooks should be avoided, especially where this does not contribute to education and development. Cleaning between uses should be in accordance with the [Health Protection Scotland Guidance for Non-Healthcare Settings](#). Assist FM have also published complementary [guidance on cleaning for local authorities](#) with helpful practical advice on cleaning schedules.
37. Library books should be quarantined for 72 hours upon return to the library. The amount of infectious virus on any contaminated surface is likely to have decreased significantly after this time. School libraries should develop quarantine procedures for returned books and resources. Book drops and book trolleys can be used as they are easy for staff to wheel into a dedicated quarantine area and can be easily labelled.

Ventilation

38. Schools should ensure adequate levels of ventilation. Wherever it is safe to do so, doors and windows should be kept open to increase natural ventilation (this advice will be reviewed as we head into the winter months). This will also help to reduce contact with door handles. However, internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system). The Fire Safety Risk Assessment should always be reviewed before any internal doors are held open.

39. Where **it is not possible to keep doors and windows open, and** centralised or local mechanical ventilation is present, systems should **wherever possible** be adjusted to full fresh air. If this is not possible systems should be operated as normal. Where ventilation units have filters present enhanced precautions should be taken when changing filters. Ventilation systems should be checked or adjusted to ensure they do not automatically adjust ventilation levels due to differing occupancy levels.

Minimising contact between individuals and groups

40. The COVID-19 Advisory Sub-Group on Education and Children's Issues has published [scientific advice on physical distancing in schools](#). The advice states:

“Subject to continued suppression of the virus, and to surveillance and mitigations being in place, the balance of the evidence suggests that no distancing should be required between children in primary schools. The evidence is less clear for older pupils but at present we support the same approach being taken in secondary schools on the basis of the balance of known risks, the effectiveness of mitigations and the benefits to young people of being able to attend school.”

41. It goes on to state:

“In both primary and secondary settings, the preference would always be to avoid large gatherings and crowded spaces and, wherever possible, to keep children and young people within the same groups for the duration of the school day. In giving this advice we recognise the practical challenges. Where possible, timetabling should be reviewed to reduce movement of groups of pupils around the school estate as much as possible.”

42. It is important to understand that this advice has been developed by the sub-group in the specific context of schools. There are sound reasons for approaches to physical distancing to vary in different contexts, including the drawing of judgements about cumulative risk across the whole of society and the features of distinct environments.

Physical distancing between children in primary schools

43. On the basis of the scientific advice, and subject to all other risk mitigation measures set out in this advice being appropriately implemented, there is no requirement for physical distancing between children in primary schools.

Maintaining distance between young people – secondary schools

44. The scientific advice is that physical distancing between young people in secondary schools is not required to ensure a safe return to schools.
45. The evidence for this is less clear for older pupils, but at present this approach is being advised for secondary schools on the basis of the balance of known risks, the effectiveness of mitigations and the benefits to young people of being able to attend school.

46. However, within the context of a full return to school, and to provide additional reassurance to young people, staff and parents/carers, where there are opportunities to further minimise risk these should be encouraged. As a precautionary approach therefore secondary schools should encourage distancing where possible between young people particularly in the senior phase.
47. Distancing should be implemented in a proportionate way. Importantly, schools should ensure that the specific approaches adopted do not introduce capacity constraints and/or prevent a return to full-time learning in school.
48. Mitigations that schools **should** consider could include:
- Encourage young people to maintain distance where possible, particularly indoors – this does not have to be strict distancing of 2m if this is unachievable, but encouraging young people not to crowd together or touch their peers is recommended.
 - Discourage social physical contact (hand to hand greeting/hugs)
 - Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible.
 - Adjust class space if required, and where possible, to maintain spacing between desks or between individual young people
 - Seat young people side by side and facing forwards, rather than face to face
 - Avoid situations that require young people to sit or stand in direct physical contact with others.
 - Where young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource.
 - Where staffing within the school allows it, consider altering class sizes and composition to intensify support for young people and create more space. For example, where there are 3 maths sets in a year group (one set with 30 pupils, another with 20 pupils and another with 10 pupils) class size and composition may be altered to improve the spread of pupils and create 3 sets of 20 pupils.
 - Young people in the senior phase may require to spend time in college environments. **They should ensure that they follow the [guidance on the appropriate approach to these specific circumstances while on campus](#). This has now been included in updated guidance for colleges.**
49. Secondary schools should consider which of these possible mitigations are achievable in their establishment, bearing in mind that this distancing is an additional, precautionary step, which goes beyond what is recommended in the current scientific advice on the re-opening of schools.

Minimising contacts (groupings)

50. In line with the scientific advice, in both primary and secondary settings, wherever possible, efforts should be made to keep children and young people within the same groups for the duration of the school day. Consistent groups reduce the likelihood of direct transmission, allow for quicker identification of those who need to self-isolate and may reduce the overall

number of children, young people and staff who need to isolate in the event of a positive test or COVID-19.

51. Schools should make efforts to keep groups apart from other groups where possible. In open plan settings with large numbers of children or young people (for example multiple classes in one open plan space) consideration should be given to ensuring clear demarcation and separation between the areas in which different groups learn. Schools should consider how to reduce the movement of groups across different parts of the school estate where possible. In particular, schools should avoid assemblies and other types of large group gatherings.
52. Where it is necessary to bring groups together, alternative mitigating actions should be put in place, such as limiting the time spent together. Guidance about the maximum size of gatherings allowed in wider society in Scotland (e.g. [places of worship](#)) may provide a suitable benchmark for the advisable maximum size of a single group activity within a school at the time of reopening. When undertaking fire test drills or procedures where the whole school is evacuated, schools and local authorities should consider muster points and whether these need to be altered to ensure a greater degree of separation.
53. The approach taken to configuring groups should be risk-based and adapted to the specific circumstances of the school. The general approach should be to keep groups consistent where practically possible, taking into account the feasibility of doing this while delivering a broad, meaningful curriculum and promoting children, young people **and staff's** health and wellbeing.
54. Examples that schools may draw on include:
 - in primary schools it may be appropriate to have groups organised according to full-class sizes. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for children and create more space;
 - for young people in secondary schools within the BGE, consideration may be given to keeping pupils in the same groupings across the curriculum. Where possible, consideration may be given to teaching whole/ half year group blocks in as close to tutor group sections as possible while the guidance on “minimising contacts” is in place; and
 - for those young people in the senior phase where consistent groups cannot reasonably be maintained, schools will wish to consider the most appropriate delivery and timetabling models to keep mixing of young people to the minimum necessary while ensuring a full range of subjects can be offered. One option may be working together in a group for extended blocks of time. Another may be for the senior phase to be considered as a group in and of itself, with senior pupils kept away from other age groups where possible. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for young people and create more space. Schools may also wish to consider other ideas such as timetabling in double periods (or more) to minimise contacts if this is practical or achievable in their context.

55. The practical and timetabling challenges of these approaches, particularly in secondary schools, are recognised. The variation in size, context and physical structure across schools is also recognised. If groups cannot reasonably be maintained, or if groups require to be larger in size with some mixing permitted, the application of other risk mitigation measures becomes even more important.
56. These will require coordination of other services such as transport, catering and cleaning. Mitigations should be considered as part of risk assessments and may include:
- ensuring access to hand washing stations or hand sanitiser whenever children and young people move between groups;
 - minimising frequency of change of groups for children and young people in a day;
 - arranging for staff to move to class groups (as opposed to vice versa); and
 - encouraging distancing where possible when in different groups (in secondary schools).
57. Passing briefly in the corridor or playground is considered low risk, but risk assessments should consider the ways in which busy corridors, entrances and exits could be avoided, and could include one way and/or external circulation routes.
58. It is recognised that break times will also require careful consideration. Schools may wish to consider staggered break and lunch times, etc (although these will not be suitable for all schools, and staggering break and lunch times to an extent that they could reduce the overall amount of time children and young people can spend learning in school should be avoided). Localised solutions should be agreed and, as far as possible, children, young people and parents/carers should be involved in these discussions.
59. If children and young people go offsite for lunch, they should follow the rules in place for wider society, for example wearing a face covering when entering a shop. Risk assessments should consider procedures for when children and young people leave and return to school premises, including hand hygiene. Schools may wish to contact local shops in advance to alert them to plans.
60. For children and young people who attend multiple education settings, either in other educational establishments or the wider community, consideration should be given to their groupings and an appropriate risk assessment conducted.

Proportionality

61. It is important to emphasise that both the approaches of maintaining distance between young people (in secondary schools) and the use of groups **are not all-or-nothing approaches**. These will bring public health benefits even if logistics mean they can be implemented only partially (e.g. with groups maintained for the majority of the day but some limited mixing into wider groups permitted for specialist subjects or transport, etc.). Schools should apply proportionate, risk-based approaches to implementation of distancing and the use of groups.

Physical distancing and minimising contact for adults

62. Two metre physical distancing between adults, and between adults and children and young people who are not from the same household should be maintained. This includes non-staff adult visitors to the school e.g. contractors, deliveries etc. Adult visitors to schools should be strictly limited only to those that are necessary to support children and young people or the running of the school and arrangements should be communicated clearly to staff and the wider school community.
63. Maintaining 2m distancing between adults and children whenever possible will help mitigate risk, but it is acknowledged that this is not always possible or desirable, particularly when working with younger primary school children or children with additional support needs who may require personal or intimate care. For the early stage (P1-P2), schools may consider making use of ELC models of managing children's interactions and other mitigations, where appropriate, particularly where adopting a play based approach. Detailed [guidance for ELC settings](#) is available.
64. Where adults cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more) **with other adults and/or children and young people**, face coverings should be worn (or, in certain limited circumstances, PPE - see section on PPE and other protective barrier measures, below).
65. Movement between schools (e.g. of temporary/supply/peripatetic staff etc) should be kept to a minimum, until further notice. This includes attendance at school of those who visit, such as visiting teachers, psychologists, nurses, social workers **and those providing therapeutic support**. Recognising the importance of holistic support for children and young people requirement to meet their needs, every effort should be made to secure these wider inputs through lower risk methods such as digital/virtual means or outdoor settings. **This does not mean that none of these services and supports can be provided. The management of visitors to schools requires careful risk assessment in order to prevent transmission of the virus within and between schools.**
66. As cleaning regimes will be enhanced, the extent to which cleaners will be able to move between locations may be constrained depending on local circumstances (see "Enhanced Hygiene and Environmental Cleaning", above).
67. Where movement across locations is necessary to deliver school operations the number of interactions should be minimised, and the 2m distancing between adults should be adhered to wherever possible.
68. All staff can operate across different classes and year groups within a setting where this is necessary in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep 2m distancing from learners and other staff as much as they can.

69. With regard to movement of NCCT teachers between classes and across settings, this is permitted but should be minimised wherever possible. Schools should be encouraged to follow SNCT and LNCT guidance on how flexibility of time over a 2 or 4 week period may help to reduce movement of staff across classes.
70. Schools should plan how shared staff spaces are set up and used to help staff to distance from each other. The number of people in staff rooms at any one time should be limited to ensure distancing can be maintained.
71. Any facilities management work carried out within the school setting should adhere to the principles of physical distancing and be subject to risk assessment to put in place mitigating actions. Procedures should be put in place for deliveries to minimise person-to-person contact.

Drop off/pick up

72. The arrangements for parents/carers to drop off and collect children and young people require careful consideration, to ensure that large gatherings of people can be avoided and physical distancing between adults and children of different groupings is maintained. Schools should consult parents/carers on their plans and ensure that any arrangements put in place are communicated clearly to parents/carers.
73. Parents should not enter school buildings unless required. Some approaches that local authorities and schools may consider include the following:
 - staggered drop off/pick up times or locations, so that not all children and young people arrive onsite at one time as long as this does not reduce the overall amount of learning time in school for children and young people;
 - if the school has additional access points, consideration may be given to whether it would be beneficial to open these to reduce congestion;
 - consideration may be given to where children and young people go as they arrive at the facility. This could include heading straight to their group's designated learning space/classroom, which could be indoors or outdoors;
 - if parents/carers are dropping off younger children, they should be discouraged from gathering outside the school and should maintain distancing of 2m, as far as practicable, when dropping off their children. Appropriate markings may be introduced at the school gates;
 - for those arriving by car, parents/carers may be encouraged to park further away from the school and then walk with their children to avoid congestion, or alternatively use active travel routes where feasible. Car-sharing with children and young people of other households should be discouraged;
 - where learning spaces can be accessed directly from outside, this may be encouraged to decrease interactions between individuals in circulation spaces;
 - particular consideration should be given to the arrangements for parents/carers of children and young people with additional support needs or disabilities, who may normally drop their children off within the school building, and those who arrive at school using school transport, including taxis.

PPE and other protective barrier measures

PPE

74. For the majority of staff in schools, PPE will not normally be required or necessary. Where it is required or necessary, the following arrangements will apply.
75. Schools and local authorities already have set risk assessment processes for the use of PPE. Following any risk assessment (individual or organisational), where the [need for PPE has been identified](#) appropriate PPE should be readily available and provided and staff should be trained on its use. The use of PPE by staff within schools should be based on a clear assessment of risk and need for an individual child or young person, such as personal care, where staff come into contact with blood and body fluids or lift children and young people.
76. Risk assessments should already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments should be updated as a matter of priority in light of changes to provision such as environment and staffing.
77. Local infection control procedures that outline safety and protocols should also be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.
78. Specific guidance has been developed and published for first responders ([COVID-19: guidance for first responders](#)) who, as part of their normal roles, provide immediate assistance requiring close contact until further medical assistance arrives. This guidance sets out clearly what a first responder is required to do if they come into close contact with someone as part of their first responder duties. It covers the use of PPE and CPR.
79. The types of PPE required in specific circumstances are set out below:
 - **Routine activities:** No PPE is required when undertaking routine educational activities in classroom or school settings.
 - **Suspected COVID-19:** A fluid-resistant surgical mask should be worn by staff if they are looking after a child or young person who has become unwell with symptoms of COVID-19 and 2m distancing cannot be maintained while doing so.
 - If the child or young person who has become unwell with symptoms of COVID-19 needs direct personal care, gloves, aprons and a fluid-resistant surgical mask should be worn by staff.
 - Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
 - Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.

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

Face coverings [Note: updated effective from 31st August 2020]

80. The Advisory Sub-Group on Education and Children's Issues has provided [updated advice](#) on the issue of face coverings in schools, in light of the latest scientific evidence and the [advice of the World Health Organisation](#), which was published on 22nd August 2020.
81. The advice notes that the volume of evidence supporting the initial scientific position on a key benefit of face coverings (protection of others from infection by the wearer) has grown. There is also emerging evidence to suggest that the wearer of a face covering can be protected.
82. This section of the school reopening guidance has been updated in light of the advisory group's updated advice, and the feedback received from stakeholders on the early experiences of school reopening.
83. A definition of [face coverings](#) (which should not be confused with PPE) can be found [here](#). Use of face coverings in the circumstances set out in this guidance should be seen as just one mitigation within a package of measures. The other mitigation measures in this guidance, including physical distancing for adults, environmental cleaning, personal hand and respiratory hygiene, grouping of young people and maintaining distancing between young people in secondary schools where possible, remain vitally important.
84. Anyone (whether child, young person or adult) wishing to wear a face covering in **any part of the school** should be permitted to do so.
85. Some individuals are exempt from wearing face coverings. Further information on exemptions can be found in wider [Scottish Government guidance](#).
86. Face coverings should not generally be required in classrooms or other learning and teaching environments. However, face coverings should be worn by adults where they cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more) with other adults and/or children and young people.
87. Face coverings should also be worn in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):
 - where adults and young people in secondary schools (including special schools and independent and grant aided schools) are moving about the school in corridors and

confined communal areas (including toilets) where physical distancing is particularly difficult to maintain; and

- in line with the current arrangements for public transport, where adults and children and young people aged 5 and over are travelling on dedicated school transport (see School Transport section).

88. This approach reflects precautionary judgements based on the latest scientific advice and the experience of school reopening to date. It is limited to the specific environments identified above for the following reasons:

- These are areas where mixing between different (age) groups is more likely, increasing the potential for transmission of the virus;
- Experience and feedback has demonstrated that crowding and close contact in these areas is more likely, and that voices may be raised resulting in greater potential for creation of aerosols;
- The scope for effective ventilation is often less;
- There are less compelling counter-balancing arguments regarding the potential impact of face coverings on educational outcomes in these areas of the school estate; and
- For school transport, the adoption of an approach to face coverings applying to children and young people aged 5 and over will be consistent with the current approach on public transport.

89. Face coverings may also play a particularly important role when prevalence rises, and their use may be increased in specific local contexts on the basis of risk assessments and local factors, including as follows:

- Local Incident Management Teams may recommend a further strengthening of the use of face coverings in other areas of the school (e.g. classrooms) when dealing with local outbreaks (see Outbreak Management).
- Individual local authorities and secondary schools (including special schools and independent and grant aided schools) may wish, following the relevant local authority processes and appropriate risk assessment and consultation with school communities, to consider strengthening the use of face coverings in other areas of the school (e.g. classrooms) to address specific local circumstances (e.g. particular concerns or anxieties around distancing or confidence building in the context of local or wider outbreaks).

90. An example of this local “stepping up” of measures may be the use of face coverings in secondary school classrooms where any form of distancing is impossible, in circumstances where increased community transmission is being seen.

91. In making any such local decisions on the stepping up of use of face coverings, it will remain vitally important to consider the potential impact on children and young people, including via

the appropriate use of Equality Impact Assessments. The impact of wearing a face covering for learners with additional support needs, including any level of hearing loss, should be carefully considered, as communication for many of these learners (including hearing impaired young people) relies in part on being able to see someone's face clearly. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning. Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission.

92. In classes where any such impacts are anticipated and no alternative mitigations are reasonable, schools may wish to consider the use of see-through face coverings which are increasingly available. Some children and young people may need additional support/reassurance about the reasons for adults wearing face coverings.
93. It is vital that clear instructions are provided to staff and children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. The key points are as follows:
 - Face coverings should not be shared with others.
 - Before putting on or removing the face covering, hands should be cleaned by washing with soap and water or hand sanitiser.
 - Make sure the face covering is the right size to cover the nose, mouth and chin. Children should be taught how to wear the face covering properly, including not touching the front and not pulling it under the chin or into their mouth.
 - When temporarily storing a face covering (e.g. during classes), it should be placed in a washable, sealed bag or container. Avoid placing it on surfaces, due to the possibility of contamination.
 - Re-usable face coverings should be washed after each day of use in school at 60 degrees centigrade or in boiling water.
 - Disposable face coverings must be disposed of safely and hygienically. Children and young people should be encouraged not to litter and to place their face coverings in the general waste bin. They are not considered to be clinical waste in the same way that used PPE may be.

Further general advice on face coverings is available [here](#).

94. There should be regular messaging from schools to adults and children and young people about these instructions. These risks must be considered when deciding locally whether to step up measures.
95. Local authorities and schools should consider carefully how to address any equity concerns arising from the use of face coverings, including in respect of the impacts on certain groups of pupils and the costs of providing face coverings for staff and children and young people. It is reasonable to assume that most staff and young people will now have access to re-usable face coverings due to their increasing use in wider society, and the Scottish Government has made available a [video](#) on how to make a simple face covering. However, where anybody is

struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled/unsafe, schools should take steps to have a contingency supply available to meet such needs.

96. No-one should be excluded from education on the grounds that they are not wearing a face covering. **As is usual, if there are any concerns about a child or young person behaving or acting in a way which doesn't align with school policy or procedure, their behaviour or actions should be discussed with them to resolve those concerns as quickly as possible.** See the section on Supporting the Wellbeing of Children and Young People for further guidance addressing concerns regarding adherence to school policy or procedure.
97. **It is not recommended that face coverings are used in secure schools.**
98. Any additional costs of implementing this updated guidance (for example in respect of contingent provision of face coverings, or additional cleaning costs) will be considered via the arrangements for funding of Education Recovery that have been agreed between the Scottish Government and COSLA.

Staying vigilant and responding to COVID-19 symptoms

99. The whole school community should be vigilant for the symptoms of COVID-19, and to understand what actions they should take if someone develops them, either onsite or offsite. The most common symptoms are:
 - new continuous cough
 - fever/high temperature
 - loss of, or change in, sense of smell or taste (anosmia).
100. All staff working in and with schools, along with the children and young people in their care, should be supported to follow up to date health protection advice on household or self-isolation **and [Test and Protect procedures](#)** if they or someone in their household exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the virus. Guidance on this is available from [NHS Inform](#), [Parent Club](#) and [gov.scot](#). **The National Clinical Director has also written an [open letter](#) to parents and carers providing guidance on how COVID-19 symptoms differ from those of other infections circulating at this time of year. Some of the key points to ensure that children, young people and staff are aware of are as follows:**
 - It is essential that people do not attend school if symptomatic. **Everyone who develops symptoms of COVID-19 – a new, continuous cough; fever or loss of, or change in, sense of smell or taste - should self-isolate straight away, stay at home and arrange a test via the appropriate method (see below).**
 - People who live in the same household as a person with symptoms should also self-isolate straight away and stay at home. Only those developing symptoms should be tested. There is no need for other members of the household to have a test, unless they are also symptomatic. If the test result for the symptomatic person is negative, and they are not already isolating as a 'close contact' of a confirmed case, they can end isolation

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

- School staff who opt to undertake asymptomatic testing do not need to self-isolate while awaiting results.
 - If the test is positive, the symptomatic person must remain in isolation until 10 days from symptom onset, or longer if symptoms persist. They must otherwise be well and remain fever-free for 48 hours without medication. The rest of the household should remain in isolation for 14 days from symptom onset in the symptomatic person, even if they don't have symptoms themselves.
 - Everyone who tests positive for COVID-19 will be put in touch with the local contact tracing team so that other close contacts can be identified. All close contacts who are in the same household as confirmed cases will be asked by Test and Protect to self-isolate for 14 days from symptom onset in the symptomatic person. Contacts from outside the household of the confirmed case will be asked to self-isolate at home for 14 days from the date of last exposure to the case.
 - Everyone who has been asked to self-isolate by Test and Protect as close contacts of confirmed cases must continue to self-isolate for 14 days, even if they have a negative test result.
 - Unless otherwise advised by Test and Protect or local Incident Management Teams, where children, young people or staff do not have symptoms but are self-isolating as a close contact of person who is a confirmed case, other people in their household will not be asked to self-isolate along with them.
101. Children, young people and staff can book a test through www.nhsinform.scot, the employer referral portal (for staff only – see below) or, if they cannot get online, by calling 0800 028 2816.
102. Schools, other than in those authorities detailed in the following paragraph, will also be able to register their symptomatic staff as category 3 key workers under the employer referral portal, to ensure priority access to testing. The nature of this portal is to prioritise tests and appointments over the general public. This route directs individuals through to a Regional Test Centre or Mobile Testing Unit (whichever is nearer). For those who cannot access an RTC/MTU (if they do not have access to a car or live too far away), they can order a home test kit.
103. For schools in Orkney, Shetland and Comhairle nan Eilean Siar, there are different routes to accessing a test in your local areas. Education departments in these areas should liaise with their local Health Boards to ensure priority access to symptomatic testing for school staff.
104. Unless staff are symptomatic or are advised to get a test by a healthcare professional, then testing is not a requirement. However, if members of school staff are concerned that they have been at risk from infection, then they may request a test whether or not they have symptoms. Staff should make such requests via their local authority employer, who can book a test for them using the employer portal, or for staff in Orkney, Shetland and Comhairle nan Eilean Siar, can advise school staff on the testing arrangements with their local Health Board.

105. All children, young people and staff must know that they must inform a member of staff or responsible person if they feel unwell with symptoms of COVID-19. Schools may need to ensure a responsible adult is there to support an affected individual where required. If the affected person has mild symptoms, and is over the age of 16 **and is able to do so**, they should go home as soon as they notice symptoms and follow the guidance for households with possible coronavirus infection including testing and self-isolation. If the individual affected is a child or young person below the age of 16 (**or otherwise unable to travel by themselves**), parents/carers should be contacted and asked to make arrangements to pick up the child or young person from school (preferably this should be another adult member of their household and not a grandparent) and follow the national guidance for households with possible COVID-19 infection including testing and self-isolation.
106. If a child or young person is awaiting collection try to find somewhere safe for them to sit which is at least 2 metres away from other people. If possible, and it is safe to do so, find a room or area where they can be isolated behind a closed door with appropriate adult supervision if required, depending on the age and needs of the child or young person. If it is possible to open a window, do so for ventilation. **Ensure that guidance on the use of PPE is followed.** The individual should avoid touching people, surfaces and objects and be advised to cover their mouth and nose with a disposable tissue when they cough or sneeze, and then put the tissue in the bin. **The symptomatic individual may also be asked to wear a face mask or face covering to reduce environmental contamination where this can be tolerated.** If no bin is available, put the tissue in a bag or pocket for disposing in a bin later. If you don't have any tissues available, they should cough and sneeze into the crook of their elbow. Where possible, a separate bathroom should be designated for the individual to use.
107. Those with minor symptoms (staff and young people over the age of 16 and children under the age of 16 accompanied by a parent/carer), should, after leaving the school, minimise contact with others where possible, e.g. use a private vehicle to go home. If it is not possible to use private transport, then they should be advised to return home quickly and directly, and if possible, wear a face covering in line with Scottish Government guidance. If using public transport, they should try to keep away from other people and catch coughs and sneezes in a tissue. If they don't have any tissues available, they should cough and sneeze into the crook of the elbow. See the [Health Protection Scotland Guidance for Non-Healthcare Settings](#) for further advice on travel.
108. If an individual is so unwell that they require an ambulance, phone 999 and let the call handler know you are concerned about COVID-19. If it is safe and appropriate to do so, whilst you wait for advice or an ambulance to arrive, try to find somewhere safe for the unwell person to sit which is at least 2 metres away from other people.
109. Advice on cleaning of premises after a person who potentially has COVID-19 has left the school premises can be found in the [Health Protection Scotland Guidance for Non-Healthcare Settings](#). Assist FM have also produced [complementary guidance](#) on cleaning in schools.
110. Individuals should wash their hands thoroughly for at least 20 seconds after any contact with someone who is unwell (see personal hygiene section). Also see section on PPE.

111. Schools should manage outbreaks (i.e. 2 or more confirmed cases within 14 days) in line with the guidance on outbreak response (below).
112. Schools should also maintain an accurate register of absences of children, young people and staff and whether these are due to possible or confirmed COVID-19. Codes for this have been developed in SEEMIS.

International travel - self-isolation arrangements

113. The Chief Medical Officer, Chief Nursing Officer and National Clinical Director wrote to all Directors of Education on 17 August to clarify the arrangements for children and young people returning to Scotland who are not exempt from self-isolation (“quarantine”) rules.
114. The Health Protection (Coronavirus) (International Travel) (Scotland) Regulations 2020 require all those returning to Scotland from non-exempt countries to self-isolate at home or another appropriate location for 14 days. Those self-isolating should not go out to work or school or visit public areas. This point is covered prominently in the [sector advice card](#) which should be displayed in all schools. The list of exempt countries is kept under constant review, and schools and local authorities should ensure they are familiar with the most up to date list.
115. Headteachers and heads of early learning and childcare settings should ensure that arrangements are in place to identify and support children and young people who need to self-isolate including appropriate safeguarding measures. This includes engaging with children, young people and their families to ensure adherence to the legal requirements. Directors of Public Health and local health protection teams are available to offer further support where there are concerns.
116. Detailed [guidance](#) is available, as is the list of [exempt countries](#).

Enhanced surveillance, testing and outbreak management

117. The public health measures set out above will go a long way to ensuring a safe return to school for everyone.
118. There will also be, in parallel, a number of measures, involving testing and other steps, designed to monitor developments and allow for rapid response to any cases of COVID-19. This will include the following key elements.

(i) Enhanced surveillance programme

119. Scotland has an excellent programme of community surveillance. This allows us to monitor actively trends in the pandemic, both nationally and more locally.
120. There will also be specific surveillance in respect of schools and children/young people. This will draw on COVID-19 related information from a range of sources and will cover all school ages and the ELC phase.

121. We are also developing an additional surveillance programme within a sample of schools. This would involve working over a period of time with substantial numbers of children and workers at a representative sample of schools throughout Scotland, using repeated PCR/serology testing and survey data to establish symptoms and infections in the school population to inform the ongoing development of guidance. The principal focus of this at least initially would be children, young people and staff in S4, S5 and S6. Participation would be voluntary and careful consideration is being given to ensuring acceptability in school populations.
122. An additional surveillance study will look at risk in different occupational groups which will improve our understanding of the likelihood of COVID-19 infection and illness within the education workforce, and the effectiveness of measures to reduce transmission.
123. Taken together, these sources will allow regular reporting on indicators such as: overall incidence and swab positivity for Scotland; incidence and swab positivity for school-age children; number and proportion of all cases that are among school workers; hot spots by local authority area; number of clusters or outbreaks that are under investigation within educational settings; and, if feasible, antibody prevalence among children and school workers.
124. These data will inform decision-makers at different levels as they consider any adjustments to make to arrangements – including this guidance – or any investigations to be conducted at certain localities to explore what local responses are required.

(ii) Test and Protect

125. The effective application of Test and Protect in the school environment will be an important means of preventing any spread of the virus. Schools should ensure that they understand the Test and Protect process and how to contact their local Health Protection Team (HPT). Further information on [Test and Protect](#) is available. All educational establishments are considered complex settings and cases will be prioritised and escalated to specialist HPTs.
126. The key initial step is the self-isolation and rapid testing of all symptomatic children, young people and staff (see above). Other children, young people and staff members will not be required to self-isolate unless contacted by the contact tracing service. If a child, young person or staff member tests positive, the HPT will assess what action is needed, taking into account the close contacts the person has had within the school and other factors such as the implementation of mitigating measures, eg cleaning, ventilation and PPE.
127. If a child, young person (or their parent/carer if under 16 years) or staff member is contacted by a contact tracer and told to self-isolate for fourteen days, the person should leave school to self-isolate at home straight away and, if possible, wear a face covering en route and avoid public transport. The Scottish Government has published [advice for employers](#) on how to support people who are asked to self-isolate.

(iii) *Outbreak and case management*

128. The management of outbreaks (if schools have two or more confirmed cases of COVID-19 within 14 days) and cases of infectious disease in schools is led by local health protection teams (HPTs) alongside local partners, such as schools and local authorities. Schools should ensure before the return that they know how to contact their local HPT and who will usually be responsible for doing so.
129. The [procedures for outbreak management](#) are well established. Public Health Scotland now ask that if there is either a single confirmed (test positive) case of COVID-19 or any suspicion that there may be an outbreak of cases in a setting (e.g. an increase in background rate of absence due to suspected or confirmed cases of COVID-19), schools should make prompt contact with their local HPT and local authority so they can assess the situation and offer advice. Note that settings with increased rates of respiratory illness should also be alert to the possibility that this could be due to COVID-19 and contact their local HPT for further advice.
130. Schools and local authorities will be expected to work closely with their local HPT to resolve the situation. COSLA and Public Health Scotland are currently developing a national protocol for managing cases and outbreaks in schools, but actions that they may need to be involved in include (but are not restricted to):
- attendance at multi-agency incident management team meetings;
 - communications with children, parents/carers and staff;
 - providing records of school layout / attendance / groups; and
 - implementing enhanced infection, prevention and control measures.
131. The HPT will make recommendations to the incident management team on self-isolation and on testing of children and staff and the arrangements for doing this. The IMT will discuss and agree additional measures to deal with the specific situation faced in a school. These may include reviewing risk assessments and compliance with existing guidance, the greater use of face coverings, reviewing and reducing higher risk activities, and/or a move to blended learning. Any discussion of possible school closures should take place between schools, local authorities and local HPTs. Schools should maintain appropriate records to support outbreak control measures, e.g. children, young people and staff attendance, details of pupil groups, visitors to schools, and clinically vulnerable/extremely vulnerable children and young people who are attending school.

Special considerations for certain groups

Children, young people and staff who are clinically vulnerable

132. Clinically vulnerable staff can return to work, following a dynamic risk assessment, and arrangements should be made to enable appropriate physical distancing staying 2 metres away from others wherever possible, in line with current advice on the return to school. If they have to spend time within 2 metres of other people, settings must carefully assess and agree with them whether this involves an acceptable level of risk.

Children, young people and staff who are clinically extremely vulnerable (shielding)

133. The trajectory of the virus has been such that shielding will be paused from 1 August. We expect that children, young people and staff who are shielding will be able to return to school in August, unless given advice from a GP or healthcare provider not to, and can follow the same guidance as the rest of Scotland.
134. Where any concerns do exist, [guidance for people with underlying health conditions](#) has been prepared and will continue to be updated. School staff who have underlying health conditions will wish to be aware of this advice in order to inform discussions with their employer, **trade union** and/or healthcare team. Similarly, parents/carers may wish to have a discussion with their child's healthcare team if they are unsure or have queries about returning to school because of their health condition.
135. In addition, local monitoring arrangements will be in place to give early warning of any local increase in infections in the future which could lead to people in the higher risk categories being advised to stay away from schools again for their safety. Schools will therefore wish to maintain plans for providing education remotely to some children and young people in such circumstances, in line with duties to provide education elsewhere than a school when a child is [unable to attend school due to ill health](#).

Support for children and young people with Additional Support Needs

136. Every child and young person will have different levels of required support. It will be important as part of the risk assessments carried out to consider the individual needs of a child or young person. Where there is a need to work in close proximity with adults and children and young people the safety measures to protect adults and children and young people alike should be followed. Staff should wear a face covering or PPE as appropriate, and regularly wash their hands before and after contact.

Support for anxious children, young people, families and staff

137. The past few months have been a time of considerable change and there will undoubtedly be moments of anxiety. It will be important to take gradual steps in terms of reintroduction to safe practices and intervention with others. It will be important to phase some of this in through family interaction prior to the return to school, particularly for children and young people with additional support needs. It will also be vital for relevant services to consider mental health awareness.

Support for Minority Ethnic children, young people and staff

138. There is some wider evidence that children, young people and adults from a Minority Ethnic background who are infected with COVID-19 seem to be at higher risk of severe disease. The recent report by the National Records of Scotland on the breakdown of COVID-19 deaths in Scotland by ethnic group, concluded that over the course of the pandemic to date, COVID-19 was a relatively more common cause of death for people in the South Asian ethnic group compared to people in the white ethnic group. Work is ongoing to

build upon these data and to improve understanding. The Scottish Government continues to work with experts from a range of fields, including our new Ethnicity Expert Reference Group, to develop actions to help mitigate any disproportionate effects.

139. Consequently, the concerns within Minority Ethnic communities must be recognised and individual requests for additional protections should be supported wherever possible. Responding to requests for additional protections may include offering access to support from occupational health services (OHS) and the provision of individual risk assessments. Care should be taken to ensure that Minority Ethnic children, young people, families and staff are involved in decisions about additional protections - automatic referrals to OHS should not be made. Local authorities should ensure that managers in school have sensitive, supportive conversations with all Minority Ethnic staff, which also consider their health, safety and psychological wellbeing and personal views and concerns about risk. Wellbeing support services should be promoted to all Minority Ethnic staff.
140. Employers should be mindful of their duties under the [Equality Act 2010](#) at all times. All Minority Ethnic staff from South Asian backgrounds with underlying health conditions and disabilities, who are over 55, or who are pregnant, should be individually risk assessed, and appropriate reasonable adjustments should be made following risk assessment.

Young people in the senior phase who attend colleges

141. **Young people in the senior phase may require to spend time in college environments. They should ensure that they follow the [guidance on the appropriate approach to these specific circumstances while on campus](#). This has now been included in updated guidance for colleges.**

Individual risk assessments

142. Local authorities will already have individual risk assessment processes in place to support individuals in the groups above. They may also wish to have reference to [Scottish Government guidance on individual risk assessment for staff in the workplace](#).

SCHOOL OPERATIONS

Promoting attendance and reducing absence

143. It is recognised that some parents and carers may be concerned about their child returning to school, and consider withholding their child until reassurance is provided. In these circumstances schools and local authorities should engage with those parents and carers to provide reassurance on any concerns, overcome any barriers to learning, and support attendance. [National guidance on promoting attendance and managing absence](#) makes clear the importance of relationships with families in promoting good attendance. The National Parent Forum has produced [guidance for parents on the return to school](#).
144. Parents are required under the [Education \(Scotland\) Act 1980](#) to provide education for their child. It is important that children and young people are able to benefit from their right to education; are able to see their friends and have social contact and benefit from the learning, care and support that schools provide. The need to reconnect to normal patterns and routines in children's lives will be important and reassuring to them.
145. National guidance is clear that measures of compulsion for attendance should only be used as a last resort once all other approaches to support attendance have been undertaken. Additional codes will be developed within SEEMiS to support the recording and monitoring of attendance and absence, including specific codes relating to COVID-19.

Curricular and assessment matters

Outdoor learning

146. Schools may wish to consider the increased use of outdoor spaces when they reopen. The outdoors can provide extra space for distancing between consistent groups of learners, help to decrease the risk of transmission and improve the physical and mental health and wellbeing of young people.
147. Suitable facilities may include school playgrounds, local greenspaces and/or community areas. When enhancing existing outdoor space, schools may find it necessary to consider temporary shelters or the periodic use of established buildings for activities such as handwashing, regrouping or the relaying of instructions. An appropriate cleaning regime should be introduced along with appropriate bins for disposal of any rubbish and hand washing stations/sanitiser to ensure hygiene.
148. Schools should ensure that children and young people with additional support needs are not disadvantaged. In addition, if outdoor equipment is being used, schools should ensure that multiple groups do not use it simultaneously, as well as considering appropriate cleaning between groups of children using it. Appropriate clothing should be worn for the particular outdoor activity.
149. The [Outdoor Learning Directory](#) provides links to a variety of resources that can be filtered by subject area and curriculum level. Support and guidance on risk assessment can be found on the [Going Out There framework](#).

Practical activities, experiments and investigations

150. Practical, “hands-on” learning and activities, experiments and investigations are an important part of the curriculum across all subject areas. We recognise that practitioners may need to adapt their approaches to enable learners to carry out these activities in a safe way. SSERC has produced [guidance on carrying out practical work in Sciences and Technologies](#) for early, primary and secondary levels, including links to helpful resources.

Physical activity and sport

151. Opportunities to participate in physical activity and sport have the potential to enhance children and young people’s mental and physical wellbeing and will support children and young people to lead healthy, active lifestyles now and in the future. [Guidance has been prepared by Education Scotland and physical education practitioners to assist with decision-making and the safe implementation of timetabled physical education. The COVID-19 Advisory Sub Group on Education and Children’s issues has published advice on PE, music and drama in schools. Guidance on organised outdoor sport for children and young people](#) should also be considered when planning and preparing for physical activity and sport.

Home economics

152. [Guidelines on safe practice in home economics have been prepared by Education Scotland and practitioners and are expected to be published in w/c 14 September 2020 on the Education Scotland website.](#)

Music/singing

153. Scientific and medical advice around how activities such as singing, talking at volume e.g. in theatre performance, or playing wind/brass musical instruments can be managed safely is still being developed. These activities should be avoided during the initial return to schools.

Senior phase/SQA National Qualification Courses

154. Further details will be provided separately before schools return on 11 August, regarding the approach for the assessment of national qualifications for the 2020/21 session.

The provision of activities or clubs outside the usual school timetable

155. These are important for wider health and development of children and can be conducted subject to following the guidance set out in this note, and guidance for the general public where applicable. Schools should consider the need for out of hours cleaning when scheduling activities.
156. [Guidance on school trips and visits](#) was published on 14 August. The COVID-19 Advisory Sub Group on Education and Children’s issues has also published [advice](#) on school trips which include an overnight stay.

Improvement Planning and Reporting

157. The Director of Learning at the Scottish Government wrote to all Directors of Education on 2 June to set out the latest guidance on recovery and improvement planning. This made it clear that planning for 2020-21 should focus on recovery, and then continuity of provision under these changed circumstances. There will be a continued emphasis on issues such as: supporting student and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. In particular, there should be a focus on what can be done to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people.
158. Schools and local authorities should also complete annual reporting, as a record of progress towards meeting improvement priorities up until the period when schools closed on 20th March 2020. It is important to capture the impact of work which has been undertaken during this academic session.
159. Effective school and local improvement plans are also essential to ensure that the improvement activity which will be set out in the 2021 National Improvement Framework will be informed by local and school-level priorities, and that it will reflect the school and local authority response to supporting children, families and school communities throughout the COVID-19 crisis and beyond.

School transport

160. This guidance is intended to inform local authority planning of school transport services. Local authorities are responsible for implementation of this section of the guidance, working with the operators with whom they contract to ensure necessary measures are put in place in line with risk assessments (which should involve appropriate consultation with trade unions and staff). Parents and school staff should all play a role in educating children and young people on acceptable behaviour on school and public transport.
161. This guidance has been informed by the [scientific advice](#) of the COVID-19 Advisory Sub Group on Education and Children's issues, published on 16 July, and [updated advice on face coverings](#) received from the Sub Group in w/c 24 August 2020. The key messages from the scientific advice include:
 - Dedicated school transport should be regarded as an extension of the school estate and it is not necessary to maintain distance between children and young people of all ages (subject to continued low levels of infection within Scotland).
 - Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing. Hand sanitising should be required for everyone prior to boarding dedicated school transport and schools should also consider a process for children and young people which enables them to wash their hands immediately on arrival (as is the case for all children and young people), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands

again. Effective from 31st August, face coverings should be worn on dedicated school transport (subject to exemptions), to align with the position on public transport.

- Children, young people and adults must not board dedicated school or public transport if they, or a member of their household, have symptoms of COVID-19. If a child or young person develops symptoms while at school they will be sent home. They must not travel on regular home-to-school transport. The school should contact the parent/carer who should make appropriate and safe arrangements to collect the child or young person. In this situation, the wearing of a face covering by the child or young person on the journey home is strongly advised.
- Where public transport (including buses, taxi, trams, subway, trains, ferries and air) is required for school-aged children to attend school, the general [advice and guidance from the Scottish Government and Transport Scotland](#) should be followed. This currently includes the mandatory use of face coverings unless exemptions apply and physical distancing where possible.
- Drivers and staff on public transport, and to a lesser extent on school transport, are at relatively higher risk of exposure and particular attention should be paid to ensuring that they are protected from airborne and surface transmission.

National Transport Guidance and local authority arrangements

162. Schools should be aware of the latest [guidance](#) on how to remain safe when walking, cycling and travelling in vehicles or on public transport as we transition through and out of the COVID-19 outbreak.
163. Local authorities should ensure that local arrangements and advice to staff, parents/carers and children and young people for travelling to and from their school are consistent with the latest national guidance. Schools should work with their local authority public transport teams to inform their local planning, particularly in respect of options to minimise and, where possible, stagger the use of public transport if necessary to address capacity constraints. As part of risk assessments, local authorities should work with schools, transport operators and trade unions as necessary to identify the risks arising from COVID-19 and work through the measures in this section of the guidance to minimise any risks to children, young people and staff travelling on transport to school.
164. Some general points for consideration are:
 - schools should undertake a survey of families as early as possible to understand how children and young people will be travelling to school when they return, to aid in quantifying the potential public transport issues in local authority areas.
 - ensure understanding is shown to children, young people, staff and parents/carers who may be delayed in getting to school due to transport issues.
 - additional support should be available for vulnerable families for planning their journey to school.
 - include colleges and other relevant partners in planning for school transport, as young people in the senior phase may also be doing some of their learning in colleges, on work placements, or through consortium arrangements.
 - ensure that all children and young people travelling on dedicated or public transport have access to hand sanitiser. The precise arrangements for doing so are for local authorities

to decide in consultation with operators and school communities. Options may include provision of personalised supplies to those travelling on school transport.

165. A strategy for communicating and disseminating clear information about school transport provision to parents/carers and children and young people, drivers and other staff should be developed.

Encouraging active travel

166. As far as it is safe to do so, the use of active travel routes by parents/carers, staff and children and young people should be encouraged. Walking and cycling, scooting, wheeling etc should be strongly encouraged. In view of the potential for capacity constraints on public transport to impact on children and young people's ability to attend school, all sustainable and active travel modes should be considered. If bikes are stored in bike sheds/racks consideration should be given to the cleaning of these areas and to reducing time spent at the bikes stores/shed.

Dedicated school transport [note: updated effective from 31st August]

167. This section of the guidance applies to dedicated school transport – broadly, transport services which carry children and young people to and/or from their homes and any educational establishment where they receive school education. It is important to note that dedicated school bus vehicles may be used for other purposes before and after transporting children to school – effective implementation of the preventative measures set out below is particularly important in these circumstances.
168. This guidance also reflects the [scientific advice from the COVID-19 Advisory Sub-Group on Education and Children regarding the requirements for the safe travel of children and young people](#) to/from school published on 16 July, and [updated advice on face coverings received from the Advisory Sub Group in w/c 24 August](#).
- **Enhanced cleaning:** Local authorities should work with transport operators to agree what supplementary arrangements are needed alongside operators' existing programmes for cleaning vehicles. It is recommended that frequently touched surfaces are cleaned appropriately after each journey wherever possible – especially important where vehicles are used for other purposes before and after transporting children to and from school – and that enhanced cleaning takes place at the end of each day. Ensuring an effective enhanced cleaning regime is in place will play an important role in suppressing transmission and building confidence among parents, children and young people in school transport services.
 - **Children and young people:** the updated scientific advice is that face coverings should be worn by children aged 5 years and over on dedicated school transport (unless exemptions apply). This means that the position on face coverings on dedicated school transport is consistent with the position on public transport. See the section on Face Coverings under Key Public Health Measures for further information.

- The scientific advice makes clear that maintaining distance between young people on dedicated school transport is not necessary. However, where feasible and provided they do not introduce capacity constraints, the following precautionary approaches may help further minimise risk:
 - Where possible, arrangements should be put in place to allow family groups and children and young people from the same class groupings to travel together. This will reduce unnecessary mixing and is one way to further lower risk.
 - While logistics may prevent this in many cases, where possible, school-aged children and young people should be assigned seats which they use consistently, although this is not essential. This could be allocating specific seats or having rules such as sitting in ascending year groups: front to back, youngest to oldest. Queuing arrangements for picking up children and young people may be important considerations in this regard.
 - Wherever vehicle capacity allows, distancing between individual passengers, or groups of passengers, is helpful. In particular, local authorities should consider whether distancing is possible for secondary pupils or those in the senior phase, in circumstances where children attending different schools travel on the same vehicle, and for certain children and young people with complex needs e.g. those that spit uncontrollably.
 - Where possible, avoid the use of face-to-face seating on dedicated school transport.
- The consumption and sharing of food and drink should not be allowed.
- Any such arrangements will rely on **clear communication between schools and families/children**, including as part of their education to develop as responsible citizens. Drivers are unable to monitor and enforce seating arrangements.
- Transport operators should be asked to keep windows on dedicated school transport open, where possible, and to ensure that mechanical ventilation uses fresh rather than recirculated air; or use air conditioning with attention paid to the appropriate frequency for changes of filters.
- **Drivers, staff and other adults:** particular attention should be paid to ensuring drivers, staff and other adults are protected from the risks of COVID-19 in vehicles. Risk assessments should consider whether changes within a vehicle are required, with changes made on that basis. This may include leaving seats behind/beside the driver empty or fitting a physical barrier or screen. Any adults travelling by dedicated school transport should conform with the requirements for public transport (1 metre distancing with appropriate mitigation measures in place and the wearing of face coverings, at the time of writing). Drivers and passenger assistants may wish to use alcohol hand rub or sanitiser at intervals throughout the journey, and should always do so after performing tasks such as helping a child into the vehicle or handling a child's belongings. Drivers of school transport services may also have other driving tasks as part of their job role, for example delivering meals to care homes, day centres and sometimes transporting others who may be vulnerable. Local authorities should pay particular attention to effective implementation of the preventative measures set out in this guidance in these circumstances to prevent the spread of infection.

- **Adults travelling with children and young people with Additional Support Needs:** Adults travelling with children and young people with Additional Support Needs should be very alert to them displaying symptoms. As a general rule, these adults should wear face coverings. However, this requires to be balanced with the wellbeing and needs of the child: face coverings may limit communication and could cause distress to some children and young people. Advice should be provided to parents/carers to support the effective cleaning of specialist equipment for children and young people with additional support needs who are using school transport. Local authorities should consider the support available for children and young people with complex Additional Support Needs using school transport, and take appropriate actions to reduce risk if adherence to hygiene rules and physical distancing for adults are not possible.
- **All (children, young people, drivers, other adults) travelling on dedicated school transport:** All passengers and staff should sanitise their hands prior to boarding dedicated school transport. Schools should regularly reinforce the importance of this key message with all children and young people. Hand washing/hand sanitising should be done regularly throughout the day including on each and every entry to the school building and prior to boarding the school bus. Good respiratory hygiene should be encouraged (“Catch it, kill it, bin it”) and children and young people should be encouraged to carry tissues on home to school transport. It is crucial that someone with symptoms does not enter a bus and travel. Drivers and adult passengers must self-isolate and book a test if they display coronavirus (COVID-19) symptoms. Families must get a test for children and young people displaying symptoms.

Public transport

169. Children and young people travelling to and from school normally form a significant proportion of the journeys on public transport during peak times, particularly in city schools and by secondary school children and young people. While physical distancing remains in place on public transport, it will not be practicable for those to resume in the same numbers or mode as previously. Journeys by public transport may take longer and timetables may change. Children, young people and staff who have no alternative to public transport should therefore be advised to plan their journey in advance and leave additional time where possible. Information on public transport services can be found at www.travelinescotland.com. Local authorities may wish to engage with bus operators to identify routes where capacity constraints may be particularly severe and to work with them to agree measures to improve capacity for school pupils.
170. To help address capacity constraints on public transport, local authorities may wish to work with operators and schools to consider the following approaches:
- consider making additional dedicated school transport available in such circumstances. Transport Scotland intelligence suggests there is significant spare capacity in the coach sector currently, due to reduced demand from the tourism sector.
 - where consistent with a full time return to school, consider options which could reduce or spread the number of staff and children and young people travelling at peak times, for example by adjusting traditional start and finish times to avoid the morning and evening rush hours. This would, however, have knock-on impacts for staff and parents/carers.

Feedback from some operators is that, in view of the shift in travel to work patterns occasioned by COVID-19, usual school timings may be achievable.

- consider introducing dedicated zones (e.g. seating or carriages) for school-aged children and young people on public transport at peak school journey times. The scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues includes this recommendation. Discussions with local authorities and operators indicate this approach is likely to be suitable only for services that primarily carry children and young people to school, with limited numbers of adult passengers (i.e. a similar composition as for dedicated school transport). The following considerations apply:
 - In dedicated zones, on both local authority-contracted school bus services and all other public transport services, the same arrangements regarding physical distancing, hygiene, face coverings and cleaning, etc. should apply as for dedicated school transport (see above).
 - Ensure sufficient separation and clear demarcation between zones for the general public and zones for school-aged children and young people. For example, use the top deck of a double decker bus for school children where this is available, or a separate train carriage.
 - Where this is not possible, and zones are on the same level, ensure there is at least 1m distancing, where operators have deemed that acceptable through the introduction of appropriate mitigation measures, and clear demarcation between the zone for the general public and the zone for school-aged children and young people. There should be clear signage and communication to inform the general public of any such arrangements prior to boarding.

171. Where dedicated zones are not in use, the latest [guidance](#) on how to travel safely on public transport will apply.

172. Where children and young people have more complex public transport arrangements to and from their school, for example involving air, ferry or multiple transfers which may be operating on a reduced or different timetable, authorities should explore options with local operators, to inform what pattern and location for in-school learning may be practicable in the immediate term.

Taxis and private hire vehicles

173. Some children and young people, including those with additional support needs, rely on taxi transfers to get to school. Where taxis are used solely for the purpose of transporting children and young people to school, as with dedicated school bus and coach services, physical distancing requirements are not necessary. It is recommended that in private hire vehicles (which are typically saloon cars) children and young people travel on the back seat only and, where appropriate, wear face coverings.

174. There should be careful consideration of how children and young people with additional needs **and adults supporting them** can be provided with safe, bespoke transport arrangements. This could include the use of Perspex shields in taxis (taking into account relevant safety concerns) or finding larger vehicles for transportation. Local authorities and schools should liaise with their local private hire providers on the measures they are putting

in place to protect passengers, including for the arrangements for carrying multiple passengers.

175. When travel by taxi or private hire vehicle is necessary, passengers should follow the advice of the driver, including sitting in the back-left hand seat of the car when travelling alone. Appropriate cleaning and sanitising measures will also be necessary.

Private cars

176. Routes to and from some schools may also be different as areas have made changes to enable physical distancing on pavements and on existing or pop-up cycle routes. While continuing to encourage walking or cycling where they can, parents or carers taking their children to school by car should be encouraged to plan their journey in advance and ensure that their chosen route is accessible. Local authorities may consider introducing park and stride for those children and young people who have to travel by car. [Sustrans guidance on school streets](#) provides advice. Where it is possible to do so, family groups should travel together.

Remote learning and special considerations for people who are unable to attend school

177. While the presumption is of full-time learning in school, there will be some children and young people whose health prevents them from learning in schools for some or all of the time. In these circumstances, appropriate provision should be made for remote learning pursuant to local circumstances. Where children and young people are [unable to attend school due to ill health](#), provision should be made elsewhere than a school, in line with statutory responsibilities. There should be a particular focus on addressing digital exclusion as part of these arrangements.

Free school meals

178. Local authorities' duty to provide free school meals to children and young people who are eligible for them remains. The universal provision of free school meals to all children in P1-P3 who are attending school should continue and all food provided should comply with the [School Food and Drink Nutritional Standards](#).

Access to drinking water

179. **Local authorities remain under a duty to ensure that free drinking water is available to children and young people throughout the day and schools are expected to continue to meet this duty whilst taking account of the latest health protection advice.**

Catering

180. [Guidance from Food Standards Scotland \(FSS\), which includes a risk assessment tool and checklist](#) should be followed. **Any school or local authority wishing to provide a breakfast service should follow this risk assessment tool and checklist.** Further advice around mitigating any issues identified by the risk assessment can be requested from the local

environmental health team. Additionally, this [Q&A from FSS](#) may be useful. Assist FM have also produced updated [catering advice](#).

181. In the circumstances where a school has a breakfast club which is organised by the third sector, parents and carers or volunteers, rather than by the school itself, the [guidance on unregulated children's services](#) will apply. That guidance does not apply to breakfast clubs which are provided by a school or authority themselves (these are considered regulated services), and the arrangements set out in this guidance will apply.

Workforce planning and support

182. Additional workforce capacity will be needed to provide a range of additional support to help with recovery work. The Scottish Government is making additional funding available to local authorities for the recruitment of additional teachers and other staff to support COVID-19 recovery.
183. Local authorities and headteachers, working in close partnership with unions and staff, are best placed to make judgements about how to make best use of available workforce capacity safely and effectively. Many of these decisions will be based on agreements reached within Local Negotiation Committees for Teachers (LNCTs) or local Scottish Joint Council arrangements. This section sets out some high level expectations to ensure consistency, and some information on national initiatives to support local authorities in these efforts.
184. In preparing for a full-time return to school in August, schools may require additional staffing and the flexibility to deploy staff appropriately over the next year to best support children and young people whose progress with learning has been impeded during lockdown, as well as to bring much needed resilience to the education system at this time (e.g. to cover for staff absence). Additionally, we cannot be sure what the future path of the virus will be. If circumstances were to deteriorate again, resulting in further lockdowns (whether nationally or regionally), additional capacity in the teaching workforce should be considered if there is a requirement to switch to a blended model of learning at any stage.

Workforce capacity

185. Local authorities should consider carefully their requirements for additional wider workforce staff, such as cleaners and other facilities management staff to implement enhanced environmental cleaning regimes, in order to support a successful reopening of schools.
186. Local authorities should work through the following actions as part of any teaching/auxiliary education workforce planning activities for the opening of school premises:
- ensure that teachers who have not yet secured permanent employment are considered as an integral part of their planning;
 - consider the potential for teachers with strong digital teaching skill sets to support remote learning. This may be an important aspect of maintaining educational continuity;

- ensure that supply lists are as up to date as possible and include the full pool of available staff. Supply staff are an important aspect of maintaining educational continuity and should be fully utilised in local planning around workforce capacity where needed;
- consider at a local level how all staff who are having to stay at home due to self-isolation can support educational continuity, for example by supporting remote learning;
- consider the availability of health and social care and other multi-agency partners as part of planning for support for children and young people;
- consider any other opportunities to ensure existing qualified teaching staff and wider workforce capacity, such as classroom assistants, cleaners etc, can be deployed to support school reopening.

187. Throughout this process potential workload issues should be carefully considered, and local authorities should be conscious of the wellbeing of all and the need to implement flexible working practices in a way that promotes good work-life balance for all staff.

Identifying additional workforce capacity

188. If the existing capacity in the teaching workforce is insufficient to meet the challenges of a full-time return to school, partners have agreed that the following actions will be expedited to quickly mobilise additional teachers, for what may be a temporary period:
- if required, the General Teaching Council for Scotland (GTC Scotland) will contact teachers who are on the register of teachers where the information held suggests that they are not currently teaching. This can facilitate their contact with employers to establish their willingness and availability to return to teaching should this be required based on local need. GTC Scotland will guide registrant contact with individual HR departments in local authorities.
 - if required, GTC Scotland will contact individuals whose teacher registration has lapsed within the last 3 years, including recently retired teachers, to facilitate their contact with employers to establish their willingness and availability to return to teaching, should this be required based on local need.
 - any such approaches to individuals would be accompanied by an offer of appropriate professional learning if necessary (for example, extension of existing return to teaching courses) and a focus on ensuring that the quality of teaching would not be compromised. It may be that a focus on deploying this group of additional teachers to support remote learning would be appropriate if required.
189. The Scottish Catholic Education Service has highlighted existing flexibilities for school session 2020/21 to ensure that sufficient probationers can be allocated to denominational schools for their Teacher Induction year if this is necessary to support local challenges.
190. Guidance has been developed on the management of student teacher professional placements in recognition of the fact that schools are likely to face challenges in effectively supporting students on initial teacher education (ITE) programmes from the beginning of the new school year. It confirms that no students will be placed in schools prior to the October 2020 school break and that GTC Scotland will work with universities to ensure any adjustments to individual programmes align with their accreditation standards. To ensure

that maximum flexibility is maintained, the guidance also confirms that ITE providers will develop contingency plans to allow student teachers to undertake some of their teaching practice through the use of remote learning, should opportunities for direct classroom experience not be available from mid-October 2020.

191. Local authorities should ensure that capacity in the wider workforce in the school environment is sufficient to meet the challenges of a phased return to school and keep this under constant review. For example, depending on local circumstances, there may be a particular need to recruit additional **classroom assistants to support learning or** cleaning staff for enhanced hygiene arrangements.

Workforce support

192. The health and wellbeing of staff is a key principle of education recovery and support should be developed collegiately with staff. Local authorities and settings should ensure that appropriate support for professional learning and wellbeing is provided to all staff, some of whom will be working in unusual circumstances. Local authorities, employers and a range of national organisations already provide a wide range of support to the workforce. This includes a range of employee assistance programmes and online professional learning and support that covers the health and wellbeing of the workforce, colleagues/staff and of children and young people.
193. Local authorities and settings may wish to access the Joint Communication document providing a [summary of available resources](#), produced by partners working under the Education Recovery Group (Workstream 6 – Workforce Support). The COVID-19 Education Recovery Group is continuing to discuss the provision of additional professional learning designed to support staff on return to school in August.

SUPPORTING THE WELLBEING OF CHILDREN AND YOUNG PEOPLE

194. The wellbeing of all children, young people and staff should be the central focus when preparing for the reopening of schools at a local level. The Getting it right for every child (GIRFEC) approach is key to that, ensuring that local services are co-ordinated, joined up and multi-disciplinary in order to respond to children and young people who require support, and everyone who works in those services has a role to play.
195. [Guidance on support for continuity of learning](#) and [Curriculum for Excellence in the Recovery Phase](#) both reinforce the importance of wellbeing as a critical focus in recovery. Balancing efforts to address lost learning with children and young people's social and emotional needs should be a priority. The guidance on support for continuity in learning also highlights the expected impacts on children and young people who have experienced domestic abuse, and those who are in need of care and protection as a result of lockdown, and an increased need for support for mental health and wellbeing.
196. Local authority and health board partners must be engaged in local planning for the return to school to ensure that the health and wellbeing needs of children can be met. This will be particularly important in planning for transition into P1, GIRFEC planning, prevention activity including surveillance (vision screening) and immunisations, and health developmental interventions.
197. The psychological impact of the outbreak and the necessary public health control measures are likely to have had significant social, emotional and developmental effects on many children and young people and, consequently, achievement. Many children and young people may experience anxiety about the transition from home to returning to school but also many of them will have enjoyed the experience of spending more time at home. Children and young people may need additional time and support to re-adjust to the school environment. Similarly, school staff have been facing significant pressure, support for their mental health and wellbeing is essential both for them and for the social and emotional wellbeing of their children and young people.
198. It will be important for schools to be able to recognise that children, young people and staff may be affected by trauma and adversity, and to be capable of responding in ways that prevent further harm and which support recovery. The [National Trauma Training framework and plan](#) are designed to support the development of a trauma-informed workforce and may have relevance to school plans. Schools should ensure that all staff, including catering and cleaning staff, are aware of safeguarding procedures.
199. Formal and informal education settings, for example, youth work and CLD professionals should be prepared to prioritise support for the mental health and wellbeing of children, young people and staff, alongside infection control measures. Approaches that advocate positive, nurturing relationships are a key foundation of Scottish education and efforts to address trauma and adversity and will support children and young people who may be experiencing significant symptoms of anxiety, depression or significant behavioural changes. They may require additional support from their class teacher, pastoral care staff, school counselling or Educational Psychology Services, or specialist family and health services. Continuity in learning guidance supports these considerations.

200. For children and young people with additional support needs, schools and local authorities should consider the individual needs of children and young people in planning for their return to school, recognising that for some children and young people, access to their usual learning support will not have been possible during lockdown.
201. Local authorities and schools will wish to note that screening and prevention programmes such as the universal P1 vision screening, immunisation programmes and Childsmile programme may not have taken place as usual. Local authorities working with local health colleagues, should consider the appropriate time for these to be re-introduced and resumed, recognising their benefit to children and young people's short and longer term health outcomes. This should be undertaken in line with the guidance on paragraph 62 on the management of visiting staff to schools.
202. As would be usual, if there are any concerns about a child or young person behaving or acting in a way which doesn't align with school policy or procedure, their behaviour or actions should be discussed with them to resolve those concerns as quickly as possible. If that does not resolve the concerns, then the usual school and authority policy and procedures for dealing with concerns should be implemented, within the context of positive relationships and behavioural approaches, including discussing the matter with the child or young person, parents and carers as appropriate.

CONTINGENCY PLANNING

203. The best and safest way to re-open schools is in the context of low community transmission and with a clear strategy towards driving case numbers continually towards zero. Given Scotland's current low prevalence, schools should reopen for full-time learning in August, but with a view to being able to change those arrangements at short notice if required.
204. If the further unlocking of restrictions results in an increase in cases, there will need to be flexibility in the use of this advice and variation among areas depending on transmission in their local community. This could mean, for example, that distancing may be required or the introduction of face coverings on school transport if prevalence increases. However, the overall objective is to continue to push incidence and prevalence down across Scotland and to re-establish school provision as fully as possible.
205. In the event of a local outbreak of the virus, a school or a number of schools may be closed temporarily to help control transmission. Schools and local authorities will need contingency plans for this eventuality and should include the possibility of using online national resources such as digital classrooms. This may involve a return to being open for vulnerable children and children of key workers only and providing remote learning and support for all other children and young people. Local authorities and schools should ensure that parents/carers are fully informed of the contingency plans in place.
206. If the scientific advice is that physical distancing should be introduced for children and young people in schools, then schools and local authorities must be prepared to enact contingency measures as outlined in their Local Phasing Delivery Plans. Local authorities should continue work to strengthen these and to plan for different future scenarios. e.g. a range of distancing requirements.
207. Local authorities and schools should continue the work they have been undertaking in relation to tackling digital exclusion. This includes the provision of devices and connectivity solutions to support educational continuity when children and young people are learning outside of the school environment. This local activity will be supplemented by the Scottish Government's £30m investment in digital devices and connectivity solutions designed to combat digital exclusion.
208. Evidence from the Child Poverty Action Group showed that families entitled to free school meals valued having that support continue during lockdown. Should a school or schools be closed during term time local authorities should continue the provision of a free school meal or an alternative to all children who are eligible, this could include a direct cash payment, voucher, home delivery or collection from a specified hub.
209. Schools should maintain frequent and regular contact with children and young people while learning at home.
210. Local authorities and schools should consider the use of resources through national initiatives and partnerships including the enhanced e-Sgoil and SCHOLAR offerings. As announced on 25 June 2020, local authorities, Education Scotland, and other key partners are working with e-Sgoil to deliver a range of live lessons which will be delivered by qualified

teachers to support learning across Scotland. Partners are working to ensure a wide-range of certified courses in both English and Gaelic medium education are available for learners in the senior phase from 11 August 2020, with lessons in the broad general education available thereafter.

211. The appropriate digital resource in terms of cameras, etc. would need to be implemented in learning spaces if this approach were adopted. There are other examples across Scotland, whereby a lesson is taught across dual locations, with those not in the same location as the teacher still being able to participate in class discussions and interact with the teacher. The digital infrastructure in all environments (home and school) should be considered, including cameras, microphones and appropriate IT, as well as wider considerations around safeguarding and online safety.

Special considerations for certain groups

Children, young people and staff who are clinically vulnerable and clinically extremely vulnerable (shielding)

212. Local authorities and schools should consider the arrangements for children, young people and staff who are clinically vulnerable, in the event of a localised outbreak of COVID-19. This should include consideration of the plans for communicating with families, the actions to be taken immediately on the emergence of a local outbreak, the arrangements for returning clinically vulnerable children, young people and staff to their homes, the arrangements to support children and young people's learning and care, and staff wellbeing. This may include seeking advice from the health protection team who are managing the response to the potential localised outbreak.

Support for children with Additional Support Needs

213. Local authorities and schools should consider the arrangements required to support children with additional support needs learning during any localised outbreaks of COVID-19 as part of contingency planning. For some children and young people with additional support needs the return to home learning may have a significant impact on them, due to further changes in their learning approach. Wherever possible, consistency in learning approaches and support should be maintained. It is recognised that this will be balanced against the need to ensure that any outbreak of COVID-19 is contained and managed.

Support for vulnerable children and young people

214. Local authorities and schools should consider the arrangements needed to support vulnerable children and young people. This may include ensuring continued support for children and young people at risk of harm through children's services, and to support for their continued learning.

COMMUNICATIONS

215. Communication and dialogue with trade unions, staff, parents/carers and children and young people on the reopening of schools should be carefully considered when implementing this guidance, to ensure confidence in the revised arrangements across all school users. Clarity on what and how the revised arrangements will work in practice and what is expected of all parties will be key to ensuring a smooth return to school. This will be particularly relevant for new starters to the school, children, young people and staff.
216. The channels of communication through which trade unions, children, young people, staff and parents/carers can raise concerns about the implementation of safety measures in individual settings should be made clear.

Parents and carers

217. The main concerns for parents and carers are likely to be the safety and wellbeing of their children in schools. In line with requirements under the Scottish Schools (Parental Involvement) Act 2006 local authorities and settings should make arrangements to involve and communicate with all parents and carers, including the Parent Council. Advice and support is available from those in the local authority who are responsible for parental involvement. Two-way communication is vital. The gathering of questions, issues or concerns from parents and carers will be just as important as clear communication to parents and carers about how things will work.
218. Schools and local authorities should also consider how they continue to engage parents and families as part of the school community and in school decision making. As part of this, it will be important to consider the impact of parents not being able to go into the school buildings, and to ensure that this does not pose a barrier to open ongoing communication. Schools and local authorities should consider the steps that can be taken to continue and support activities such as Parent Council meetings, parent's evenings and subject choice discussions.
219. National information, Q&As and other material on education recovery, parental communication and home learning can be used to complement any communications locally and at school level. This includes [Parent Club's](#) dedicated COVID-19 web pages, the [National Parent Forum](#) (website and weekly newsletter), information from GTC Scotland's "Teaching Scotland" magazine, [Education Scotland's "Scotland Learns"](#) and [Parentzone Scotland](#) websites and other sources.

Children and young people

220. Schools and settings will wish to develop arrangements for good quality dialogue with and communication with children and young people about the return to school. A variety of methods can help to gather children and young people's views, questions and issues, and can help to clarify and address difficulties prior to return. Pupil Councils, pupil panels and pupil participation remain very important at this time. [General advice on good principles and methods for learner participation](#) is available from Education Scotland as well as a range of third sector organisations.

221. Schools and local authorities may wish to consider the information and evidence available from available national level survey work with young people on COVID-19. This includes the work conducted jointly by [Young Scot](#), [Scottish Youth Parliament](#) and [YouthLink Scotland](#) as well as guidance and information from [Children's Parliament](#) and [Children in Scotland](#). Local community learning and development services, Parent Councils and local parent umbrella groups should also spread this information. In addition, there is practical support on poverty-sensitive approaches in [Child Poverty Action Group in Scotland's survey report](#) on the cost of learning in lockdown.

Related guidance/links

- [Coronavirus Act 2020](#)
- [Equality Act 2010](#)
- [Education \(Scotland\) Act 1980](#)
- Health Protection Scotland [COVID-19 workforce education information and resources](#)
- Health Protection Scotland [information and guidance for social or community care and residential facilities](#)
- Health Protection Scotland [non-healthcare settings guidance](#)
- Health Protection Scotland [procedures for outbreak management](#)
- Scottish Government [Coronavirus \(COVID-19\): framework for decision making](#)
- Scottish Government [guidance for residential children's houses, residential schools and secure care facilities on staffing, social distancing and self-isolation](#)
- Scottish Government [guidance for the Early Learning and Childcare \(ELC\) sector](#)
- Scottish Government [COVID-19 guidance for colleges](#)
- Scottish Government [guidance for childminders](#)
- Scottish Government [guidance on "Out of school care"](#)
- Scottish Government [guidance for youth work and the Community Learning and Development Sector](#)
- Scottish Government [guidance on organised outdoor sport for children and young people](#)
- [Scottish Government guidance on individual risk assessment for staff in the workplace.](#)
- Scottish Government [initial summary of key scientific and public health advice](#)
- Scottish Government [Test and Protect advice for employers](#)
- Scottish Government [guidance on promoting attendance and managing absence](#)
- Scottish Government [guidance on support for continuity of learning](#)
- Scottish Government [Curriculum for Excellence in the Recovery Phase](#)
- Scottish Government [scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues regarding the requirements for the safe travel of children and young people](#)
- Scottish Government [scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues regarding physical distancing in schools](#)
- Scottish Government [scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on face coverings in schools](#)
- Scottish Government [scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on school trips which include an overnight stay](#)
- Scottish Government [scientific advice from the COVID-19 Advisory Sub-Group on Education and Children's Issues - advisory note on physical education, music and drama in schools](#)
- Scottish Government guidance for the safe use of [places of worship](#)
- Scottish Government [guidance for people with underlying health conditions](#)
- Scottish Government guidance for children [unable to attend school due to ill health](#)
- Scottish Government [guidance on unregulated children's services](#)
- [National Transport Guidance portal](#)
- [www.travelinescotland.com](#)
- [Outdoor Learning Directory](#)
- [Going Out There framework](#)
- [Scottish Advisory Panel on Outdoor Education](#)
- [Assist FM Catering guidance](#)

- [Assist FM Cleaning guidance](#)
- Health and Safety Executive [guidance on COVID-19 risk assessments](#)
- Health and Safety Executive [PPE at work](#)
- [Health and Safety Executive coronavirus information](#)
- [Sustrans guidance on school streets](#)
- [School Food and Drink Nutritional Standards](#)
- [Guidance from Food Standards Scotland \(FSS\)](#)
- National Parent Forum Scotland [guidance for parents on the return to school](#)
- SSERC [guidance on carrying out practical work in Sciences and Technologies](#)
- [National Trauma Training framework and plan](#)
- [Parent Club's Coronavirus pages](#)
- [National Parent Forum](#)
- [National Improvement Hub](#)
- National Improvement Hub - [Physical Education guidelines](#)
- [Education Scotland's "Scotland Learns"](#)
- [Parentzone Scotland](#)
- [General advice on good principles and methods for learner participation](#)
- [Young Scot](#)
- [Scottish Youth Parliament](#)
- [YouthLink Scotland](#)
- [Children's Parliament](#)
- [Children in Scotland](#)
- [Child Poverty Action Group in Scotland's survey report](#)
- [Care Inspectorate coronavirus information](#)
- [UK Boarding Schools Association COVID-19 guidance](#)
- [Scottish Council of Independent Schools](#)
- [Independent Schools Council](#)
- [NHS Inform](#)
- [guidance about the latest self-isolation and quarantine requirements](#)
- [COVID-19: guidance for first responders](#)

Health and safety risk assessment

Coronavirus (COVID-19) specific

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means employers and school leaders are required by law to think about the risks the staff and children and young people face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). Employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve children and young people (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and children and young people (HSE would expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Given the employer landscape in schools is varied, we have set out here what the existing DfE [Health and safety: responsibilities and duties for schools](#) guidance states about the roles and responsibilities for health and safety in schools: the employer is accountable for the health and safety of school staff and children and young people. The day-to-day running of the school is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance.

[The role of school leaders - who does what](#) and a simple guide to who the employer is in each type of school setting in its [FAQs section](#), under 'Who is accountable for health and safety within a school?'. References to actions by employers in this guidance may in practice be carried out by headteachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety. If not already done, employers should ensure that a coronavirus (COVID-19) risk assessment for their school is undertaken as soon as possible. As part of planning for the return to school, the employer is likely to have gone through a lot of this thinking already. We recommend that those employers use this document to identify any further improvements they should make.

Wider guidance on the risk assessment process

Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Schools need to record significant findings of the assessment by identifying:

- the hazards
- how people might be harmed by them
- what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments consider what measures you need to protect the health and safety of all:

- staff
- children and young people
- visitors
- contractors

Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.

Consulting employees (general)

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with [HSE](#). Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

Supplementary guidance for residential boarding/hostel accommodation in educational facilities

This guidance was developed in consultation with regulatory bodies, members of the Scottish Council of Independent Schools, local authority school residence providers and other key partners.

Establishments may also find the existing Scottish Government [guidance for residential children's houses, residential schools and secure care facilities on staffing, social distancing and self-isolation](#) useful.

1. Application

All schools, including residential boarding/hostel accommodation in educational facilities, should have regard to the measures set out in the main school reopening guide and apply them as appropriate in their specific settings.

This supplementary guidance is intended for school care accommodation services, provided for the purpose of pupils in attendance at a public, independent or grant-aided school, and consisting of the provision of residential accommodation. For clarity, this includes residential, special and secure accommodation.

These include independent boarding school facilities and residence halls provided by local authority secondary schools.

2. Preparing for reopening of facilities

Every setting should undertake its own specific risk assessment, considering local circumstances, the domestic arrangements of pupils and staff, travel requirements and public health and hygiene requirements.

The assessment should consider the overall number of pupils, staffing levels, the capacity of each residential hall or house including arrangements for the provision of meals, the mix of shared dormitories and bathrooms/toilets, individual bedroom facilities, and shared communal facilities including cleaning schedules, particularly for kitchens and bathrooms. These preparations will assist in determining whether boarding houses/residence halls can be considered discrete family units.

Risk assessments should also include contingency provision for symptomatic pupils or staff, those with underlying health conditions, and consideration of issues such as catering, external pastoral support, and the use of school and public transport.

Schools should inform the Care Inspectorate of their intention to re-open and proposed re-opening dates.

3. Incoming pupils

Dependent on public health and travel advice, schools may wish to ask international boarders, or those from outside the remit of Scottish public health guidance, to return early for the Autumn term in order to carry out any required quarantine period. This may include those service children in boarding schools whose parents are serving overseas. This will require specific confirmation from residential care and health protection authorities. Schools should consider whether a variation to registration conditions may be required.

Schools that can provide assurance that a suitably equipped boarding house can count as “accommodation” for the purposes of public health guidance, may be in the position that pupils can re-enter the country knowing that they will be safely looked after at school or, where appropriate, by guardians.

Likewise, schools with responsibility for guardians will also be required to assess specific guidance for those guardians/carers they work with.

Schools may wish to draw on the [guidance about the latest self-isolation and quarantine requirements](#) for parents accompanying international boarders.

4. Hand hygiene

Boarding facilities should provide appropriate hand hygiene facilities (eg. hand sanitiser) in common spaces. Bathrooms should be fully supplied for handwashing and drying.

5. Minimising contact between individuals and groups

Schools should apply the guidance on minimising contact between individuals and groups as set out in the main school reopening guide. The following special considerations may apply:

- appropriate risk assessments should be undertaken for any new groupings or households formed within the facility (see Groupings/Households) above.
- groups may include relevant members of residential staff.
- it may be necessary to keep boarding pupils in one group residentially and another during the school day.
- each group should observe appropriate physical distancing between adults and children/young people. For secondary-age young people, distancing should be maintained where possible, in a practical way, provided this does not introduce capacity constraints. These approaches should also be adopted with any pupil or member of staff outside their household.
- where possible, individual rooms with en suite washing and toilet facilities may be provided to reduce interactions.
- where pupils are permitted to leave the school premises (e.g. during free time or at lunch time, flexi-boarders, school residence pupils returning home at weekends, etc.) they should follow the rules in place for wider society, for example wearing a face covering when entering a shop. Risk assessments should consider procedures for when children and young people leave and return to school premises, including hand hygiene.

6. Staying vigilant and responding to COVID-19 symptoms

Residential pupils showing symptoms will require to be isolated and tested. If a child in a boarding school/residence hall shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home.

Students should not travel to the school if showing symptoms.

7. Surveillance, testing and outbreak management

Schools should follow the procedures for Test and Protect and outbreak management as set out in the main school reopening guide.

On surveillance, the overall reporting on incidence amongst school age children and staff will include data from these settings.

It is recommended that the relationship between the residential house/school and the local Health Protection Team is proactive and established as early as possible. This will enable working relationships to be continuous and possible future scenarios to be rehearsed.



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The City of Edinburgh

Schools Activities Timeline



Term 1 (Aug-Sep)

- All essential Teaching & Learning
- ASL Service staff (non-core)
- IMS staff (Secondary)
- Supply Teachers (three schools per week max)
- Clergy, Police
- Essential Social Work
- Closing the Gap staff
- Out of School Care
- Off-site excursions (outdoors)
- Virtual Meetings
- Essential maintenance work
- Practical HFT



Term 2/3 (Oct- Dec)

- Indoor PE
- IMS staff (Primary)
- Extra-curricular activities on-site
- Supported Study
- Extra-curricular music practice for SQA
- Wider Achievement/Pupil Leadership activities
- School photographer indoors
- CLPL delivery (single site)
- Key external agencies/partners



Terms 3 (from Jan)

- Brass, wind, voice
- School/college partnership (on campus)
- Curricular travel (secondary)
- Outdoor live performances
- School fairs
- Outdoor sports days
- Parents' & carers' evenings/conferences
- CLPL conferences
- Transition events
- Off-site excursions (indoors)

Note: All dates are approximate and indicate the *earliest* date that activities *may* in time be undertaken. All activities are signed off by SAT Risk Committee, Incident Management Team and Corporate IMT as appropriate. All activities are assumed to restart on strict adherence to full risk assessment per activity, completed at individual school/setting level.