

Estate Management for Academies

Operating From 1st September 2020

On Thursday 2nd July 2020 the Secretary of State for Education, The Rt. Hon Gavin Williamson MP announced Government plans for all children and young people to return to full-time education from September 2020. The following guidance sets out the generic principals and the safe operating criteria, which must be followed. This guidance aligns itself with the Governments guidance issued on 2nd July 2020, noting that local outbreaks of Coronavirus (COVID-19) (and hence local lockdowns) may necessitate a return to either a provider of EduCare only, or a provider of EduCare and limited schools spaces operating with social distancing for all, in some or all of our schools at any time. Under those circumstances, separate guidance will be provided.

The safety of our pupils, staff and other building occupants is of paramount importance within the strategies of this guidance document. Our approach will be in accordance with Government, Public Health England, and associated local guidelines, supported by our risk assessments. Stakeholders, including staff and unions, are being consulted to assist with the production of this document.

It is essential to remember that Coronavirus (COVID-19) is not the only safety risk to our school sites and buildings. Other safety issues, such as bacteria in our water systems, or the risk of fire, remain and they present a risk to life if not properly managed.

To safely operate schools from September 2020 there are five stages to follow supporting a policy of systems and controls. These are:

- Stage 1. Risk Assess
- Stage 2. Prepare
- Stage 3. Authorise
- Stage 4. Operate
- Stage 5. Monitor and review

The guidance issued by the Government on 2nd July 2020 can be found at:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Policy

Our policy is to follow the Governments published guidance, produce risk assessments based on the requirements of the guidance, which follow a 'system of controls', building on the hierarchy of protective measures that have been in use throughout the Coronavirus (COVID-19) outbreak.

1.0 System of Controls

This is the set of actions that all Reach South schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1.1 Minimise contact with individuals who are unwell by ensuring that those who have Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.

If anyone in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must not be in school. The ['Stay at home: guidance for households with possible or confirmed Coronavirus \(COVID-19\) infection'](#), which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have Coronavirus (COVID-19), is to be advised. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

Anyone who displays symptoms of Coronavirus (COVID-19) during the school day must either go home immediately (if safe to do so) or wait to be taken home in the designated isolation space. If the toilet is required while waiting to be collected, the person displaying symptoms should use the designated isolation space toilet facility. The isolation spaces and facilities must be cleaned and disinfected using standard cleaning products before being used by anyone else requiring isolation. Cleaners should follow the guidance set out in this document. Isolation spaces and isolation toilet facilities must only be used for that sole purpose.

PPE should be used in the isolation space in accordance with the guidance in this document. As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with Coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test), or if the symptomatic person subsequently tests positive (see below), or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left, to reduce the risk of passing the infection on to other people. See [COVID-19: cleaning of non-healthcare settings guidance](#).

Routinely taking the temperature of pupils is not to take place as this is an unreliable method for identifying Coronavirus (COVID-19).

1.2 Clean hands thoroughly more often than usual.

Thoroughly and regularly cleaning hands is widely recognised as being an effective measure to prevent the spread of Coronavirus (COVID-19). As a minimum, hands should be washed or sanitised by all on arrival to school, on return from breaks, on a change of room and before and after eating. All schools should support pupils and students to clean their hands regularly if required to ensure they get it right.

Regular and thorough hand cleaning is going to be needed for the foreseeable future. Every teaching, dining, assembly, office, staff and sports activity space is to have a hand wash or hand sanitiser station. Where sinks or basins exist in spaces, then hands can be washed with soap and water. Where sinks and basins are not present, then a hand sanitiser station should be established in the room.

1.3 Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the setting to support pupils and staff to follow this routine. In addition to a lidded bin with double bagging for disposal. Bins should preferably be pedal-operated, or where that is not possible, the bin lid should be frequently disinfected. Waste must be stored and disposed of in accordance with Public Health England guidance. Signage should be fixed in all spaces to remind people to catch coughs and to dispose of tissues safely. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.

1.3.1 Face Coverings

On 26th August 2020, the government issued updated guidance on the wearing of face coverings in school. This guidance can be found here: [Face coverings in education](#). The Trust will follow this updated guidance, with our approach being summarised as follows:

- Face coverings must not be worn at any time in school by children in year 6 and below.
- Face coverings must be worn by all children in year 7 and above and all other adults in the same buildings where required under enhanced local Coronavirus (COVID-19) measures. This will be in areas of the building where social distancing cannot be maintained. For example, corridors and social spaces, but not classrooms.
- In addition to a local requirement to wear face coverings in school, headteachers for pupils in year 7 and above can choose at other times to ask building occupants to wear a face covering. Headteachers must carefully consider the advantages and disadvantages of wearing face coverings if they choose to request the wearing of face coverings. Face coverings can add to safety measures in school, but they can also increase risk if worn or handled incorrectly. To support headteachers the Trust, in liaison with our Health and Safety Consultant, GS Musson Associates will produce a risk assessment for

each secondary setting to help to inform the correct approach to suit each school's specific requirements. This will include considering local issues, local views, and the specific needs of our wide range of pupils.

- Should pupils or staff be asked to wear a face covering, it is essential that the face covering is worn correctly, and put on and removed in a safe manner. It is essential that where pupils are requested to use face coverings that they are taught how to do this safely, and that the safe use is then carefully monitored by school staff.
- Where face coverings are required as in section 1.3, pupils and staff should provide their own. The school should maintain a small stock for occasional circumstances where an individual has either forgotten their face covering or it has been lost, damaged or contaminated. The Trust will provide PPE for the specific activities that are required to use PPE, as per the guidance in this document outlined in section 1.6.

1.3.2 How to wear a face covering

A face covering should:

- cover your nose and mouth while allowing you to breathe comfortably
- fit comfortably but securely against the side of the face
- be secured to the head with ties or ear loops
- be made of a material that you find to be comfortable and breathable, such as cotton
- ideally include at least two layers of fabric (the World Health Organisation recommends three depending on the fabric used)
- unless disposable, it should be able to be washed with other items of laundry according to fabric washing instructions and dried without causing the face covering to be damaged

In circumstances where face coverings are not being worn in school, and are worn for the journey to school, they should be safely removed upon entry to the school site and either safely disposed of, or if not disposable, placed in a carrier bag and taken home. The front of face coverings must not be touched whilst wearing or removing. Hands should be washed immediately after removing a face covering.

- 1.4 Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.

The frequency of cleaning of rooms or shared areas that are used by different bubbles or frequently touched surfaces, are to be cleaned more often than normal. This is to be defined locally by each school to suit the proposed timetable and use of spaces by each bubble. Cleaning should focus on hard surfaces, handrails, stairwells, door handles, toilet facilities, corridors, and frequently touched areas. Play equipment should also be cleaned between different teaching 'bubbles' using it. To support cleaning, any items that cannot be easily, frequently and thoroughly cleaned (such as soft toys and soft furnishings) should be removed from use and stored.

Different groups do not need to be allocated their own toilet facilities, but toilets will need to be cleaned regularly and pupils must be encouraged to wash their hands thoroughly after using the toilet. Guidance for cleaning can be found at [COVID-19: cleaning non-healthcare settings guidance](#).

- 1.5 Minimise contact between individuals and maintain social distancing wherever possible.

1.5.1 Bubbles

Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') in addition to maintaining distance between individuals. Each school should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. Schools should consider their individual circumstances when defining bubbles. Issues to consider include (but not limited to:

- Curriculum delivery
- Zoning and avoiding the need to change spaces where possible
- Staffing
- Dining arrangements
- Break times
- Pressure on toilet facilities
- Pressure on corridors
- Pressure on entrances and exits
- Layout of the building
- Wraparound care
- The potential impact of positive case(s) on the requirements for occupants of the bubble to self-isolate and hence disruption to the continuity of education

Schools must limit interaction, sharing of rooms and use of social spaces between bubbles as much as possible, intervening with cleaning between different bubble use where this is not possible. The principle should be that teachers move between classrooms, as opposed to pupils, whenever possible. Some movement will be necessary to specialist teaching rooms, for example Science, Art and Design, Technology, PE, Music and Drama etc. in order to maintain the full breadth of the curriculum. Movement should be carefully managed with use of one-way systems or careful timetabling. Specialist teaching rooms are to be thoroughly cleaned between use by different bubbles.

The bubble principal is to reduce risk of any virus spread and to assist the principal of NHS Test and Trace should a positive infection occur. Bubbles will ensure that any requirement to ask pupils or staff to not attend school (in order to self-isolate) will be kept to the lowest possible number, hence aiding the continued provision of education. Schools will be required to confirm their bubbles prior to the new term.

Where a bubble is larger than a single class, the other measures from the system of controls become even more important to minimise transmission risks and to minimise the numbers of pupils and staff who could need to self-isolate.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but should minimise the number of interactions or changes wherever possible.

In summary, where possible the following principles apply in order:

- i. Teach bubbles in the same space for as many lessons as possible
- ii. Reduce movement around school by teaching bubbles in the minimum amount of different space as possible
- iii. Use zoning where possible so that bubbles can occupy limited spaces to achieve curriculum delivery
- iv. Adopt longer lessons where possible if this reduces the amount of movement around school

1.5.2 Measures within the classroom.

Where possible, distancing between children should be encouraged, particularly for older pupils. Pupils should be encouraged not to touch each other. In all cases, pupils should sit side-by-side and facing forwards, rather than face-to-face or side on. Tables and chairs should be set up in rows accordingly. Those pupils who have low levels of engagement, or require additional support, should be seated close to the front. Each pupil should have their own set of resources on their desk space. These measures will limit the amount of movement required around the classroom. Any unnecessary furniture should be moved out of classrooms and safely stored to make more space. Staff should maintain social distancing wherever possible. Where this is not possible, smaller bubbles will assist.

Specialist teachers are able to teach different bubbles, but arrangements must be made to ensure that the specialist teacher maintains social distancing.

1.5.3 Visibility of leaders around school.

Leaders can continue to move around school, particularly at times when transitions are at a minimum. Each classroom is to have demarcation on the floor where no

children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning, and generally be present around the school.

Schools should make arrangements to ensure that bubbles can remain separated when using the playground. An option to achieve this is to mark the playground with pathways to keep different bubbles separate. These pathways will allow leaders and other members of staff to walk around the playground whilst observing and talking to pupils at a distance.

1.5.4 Specialist interventions.

Specialist interventions can take place with the following guidance:

- Staff wash hands before and after working with a pupil
- A space is identified for the intervention to take place and set up with desks placed a suitable distance apart
- All equipment needed for the child is set up before the start of the session
- Staff go to the pupil's bubble, standing at the entrance to collect the pupil
- The pupil follows the member of staff to the identified area and then returns to the bubble, following the intervention, in the same way
- Interventions are provided whilst maintaining social distance
- After the pupil has returned to class, the desk area and equipment used should be thoroughly cleaned before being used for another intervention

1.5.5 Measures elsewhere

i. Entry to school

Pupils should be asked when entering school if they feel unwell or if they are presenting any symptoms of Coronavirus (COVID-19). If symptoms are present, entry to school should not be permitted. Whilst some organisations are choosing to take temperatures at point of entry, this may give a false impression of safety. The accuracy of the reading depends on the quality of the equipment used. Furthermore, there is growing evidence that it is possible

to have Coronavirus (COVID-19) whilst having a normal temperature. The most appropriate current measure appears to be to ask someone how they feel and to also ask (the parent or carer) if the child has come into contact with anyone who is presenting symptoms in the last 14 days. If that is the case, they should self-isolate and entry to school will not be appropriate to ensure the safety of others. Social distancing must be maintained whilst assessing health.

Schools have been provided with the Reach South daily health check poster , which schools can choose to use to ease the pressure on entry to school. Pupils must be taught not to automatically do a 'thumbs up' and must consider the questions being asked. Staff members who are asking the questions should wear a face shield if social distancing cannot be strictly maintained.

Parents and carers should be discouraged from waiting on site or gathering near to the school gates. Staggering of start and finish times for each teaching 'bubble' will assist. There should be a handwashing station in the school entrance, all teaching spaces, and in other key locations around school (determined by local risk assessment). Schools should use multiple prescribed site entrances where possible at the start and the end of the school day to assist with social distancing on entry to and exit from site.

ii. Visitors

Non-essential visitors to school should be discouraged, to keep occupant numbers to the essential minimum. Essential contractors, including those who deliver food, should be informed in advance of how they are expected to access the premises and what precautions will be required of them whilst they are on site. A record must be kept of all visitors to site (for at least one month), to include a contact detail, preferably a phone number (to assist NHS Test and Trace if required). Contact details are to be stored securely in accordance with GDPR regulations and are only to be used to assist NHS Test and Trace when requested. Visitors relating to curriculum delivery are

essential and they should be managed in accordance with the general principles of this document, for example keeping records of interactions with bubbles, hand hygiene and social distancing.

iii. Assemblies

Assemblies and large gatherings should be avoided and restricted to the bubbles already defined. Movement around school should be kept to a minimum. To avoid pressure on entrances, corridors and toilets (and to assist with frequent cleaning), timetables should be staggered for bubbles as far as practically possible to. For example, assist at break times, lunchtime, along with the start and end of school day. The use of the staffroom should be minimised in accordance with the bubble principal.

iv. Wraparound care

The principle of the daytime class bubbles must be maintained in wraparound care. Wherever possible, a wraparound care bubble should only contain the daytime school bubble. Wraparound care bubbles should be limited to 15 pupils each. Where a wraparound care bubble contains pupils from more than one daytime school bubble, social distancing must be strictly maintained (unless they are siblings) and activities carefully selected to support this. More than one wraparound care bubble can occupy a single space if social distancing is maintained. Records should be kept of wraparound care bubbles for at least one month. All spaces used must be thoroughly cleaned prior to use by another bubble.

v. Music, dance, drama and sport

Music, dance, drama and sport should take place in a large, well-ventilated space if outdoors is not possible. Sports, dance and drama activities should be carefully selected to reduce direct contact and to encourage social distancing wherever possible and maintaining the bubble. Musical instruments should only be played by small groups in a large, well-ventilated

space, whilst maintaining social distancing. When playing a musical instrument, you should stand side to side or back to back but never facing each other. Shouting should be discouraged, as should singing loudly. Where necessary, consider using microphones to prevent excessive aerosol.

All equipment and instruments must be thoroughly cleaned prior to use by another bubble or in the case of instruments prior to use by another individual.

vi. Offices

Use of offices should be carefully arranged to maintain social distancing and the principle of not directly facing someone in close proximity without the use of a protective screen.

1.5.6 Other considerations.

Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Contractors are to liaise with our health and safety consultants GS Musson Associates prior to visiting school to ensure safe working protocol. Expectations of hygiene in school is to be explained to all visitors on arrival to school and where possible visitors should be encouraged to be in school out of normal school hours. A record must be kept of all visitors (to assist with NHS Test and Trace).

Frequently used equipment such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or

rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Schools will need to make an assessment of effective cleaning of equipment used in the delivery of therapies (for example, physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. Children and young people should limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Guidance on hand cleaning, cleaning of the resources and rotation is to apply to these resources.

1.6 Where necessary, wear appropriate Personal Protective Equipment (PPE)

PPE should be worn in line with your specific risk assessments. Wearing PPE at the wrong time can contribute to a false sense of security, causing lapses in other measures, such as [hand washing](#) and social distancing, which has shown to be the most effective method of decreasing infectious disease risk and spread.

Through risk assessment, we have exceeded the suggestions in current Public Health England (PHE) guidance. In the government/PHE guidance, enhanced PPE is generally recommended when activities are carried out in situations where a person with Coronavirus (COVID-19) symptoms has been present. It is possible that people

with Coronavirus (COVID-19) may not present significant symptoms, but may still present a transmission risk. Our stance will bring the risk factors down to the lowest possible whilst still undertaking the work activities. It is however very important that issued PPE is used in the correct way. The use of PPE at the incorrect time could potentially create more risk. Furthermore, we have a social duty not to overuse PPE at a time of unprecedented worldwide demand, and that continued supply is not guaranteed.

The four essential pieces that we require are:

- Disposable gloves – lightweight, single use gloves
- Disposable aprons – lightweight polythene (LDPE, MDPE & HDPE) aprons, single use aprons.
- Face-shields/visors – lightweight face shields, REUSABLE
- Respirators – Filtering face piece type respirators with suitable protection ratings (FFP2 or FFP3). Type IIR2 face coverings can also be used, subject to suppliers having sufficient stock to support the NHS. These are Non-Reusable (NR).

Our requirements:

- Food preparation – respirator
- First aid delivery – disposable gloves, disposable apron, respirator, face-shield
- Intimate care – disposable gloves, disposable apron, respirator, face-shield
- Physical restraint* – disposable gloves, disposable apron, respirator, face-shield
- Supervising isolation – disposable gloves, disposable apron, respirator, face-shield
- Carrying out health questions on admittance – face-shield if social distancing cannot be maintained at all times
- To clean areas where there has been a symptomatic person – disposable gloves, disposable apron

- To clean areas where there has been heavy contamination (such as visible bodily fluids) from a person with Covid-19 symptoms – disposable gloves, disposable apron, respirator, face-shield

* Note – the first person to react to a situation requiring restraint may have to do so without PPE to ensure immediate safety of the individual. They should be relieved as soon as possible by a person wearing the defined PPE.

1.6.1 Before putting on PPE

- Perform hand hygiene, make sure you wash your hands for 20 seconds with warm water and soap or use an alcohol gel, before donning PPE.
- Tie hair back if applicable.
- Ensure you are hydrated.
- Remove jewellery, bracelets, watches or stoned rings.
- Check you have the correctly sized PPE.

1.6.2 Donning or putting on PPE

Please follow steps in the order below (*see: Diagram 1*)

i. Plastic Apron

The apron provides an additional layer of protection to the front of the body against exposure to body fluids or excrement from the person.

Putting on your single use disposable apron (*see: Diagram 1*):

- Put on your single-use (disposable) plastic apron, making sure it is tied securely at the back.

ii. Mask – Respiratory Protective Equipment (RPE)

The aim of wearing a facemask is to protect your mouth and nose from another person's respiratory secretions. Wearing a facemask also protects persons by minimising the risk of passing on infection from yourself (via secretions or droplets from your mouth, nose and lungs) to others.

Putting on your single use disposable mask (see: *Diagram 2*):

- Care must be taken not to touch the inside of the mask
- Make sure the disposable mask is the correct size, new, clean and undamaged before you use it.
- Cup the disposable mask in one hand, with the straps hanging out of the way.
- Hold the disposable mask in place on your face.
- Pull the bottom strap over your head, to the back of your neck.
- Pull the top strap over your head to sit above your ears.
- Check the straps are not twisted. If you need to tighten the straps, pull both ends at the same time, bottom first, then top.
- If there is a nose clip, press this firmly to the shape of your nose.
- Masks must not be touched by hands once mask is in place.
- Masks must be changed if they become moist or damaged.
- Masks must not be removed until task is completed.

iii. Face Shield

A full-face shield over your facemask to provide additional protection to the front and sides of the face, including skin and eyes, face shields provide a useful adjunct to respiratory protection for workers working with persons with respiratory infections. However, they cannot be used as a substitute for respiratory protection when it is needed. Spectacles are not considered an adequate form of protection.

Putting on your re-useable face shield:

- Bending forward, hold on to the face shield with both hands, expand the elastic with your thumbs and place the elastic behind your head, so that the foam rests on your forehead.
- Once the shield is situated, check to make sure it covers the front and sides of the face and no areas are left uncovered.

iv. Gloves

Disposable gloves protect you from picking up the Coronavirus (COVID-19) virus from the environment (such as contaminated surfaces) or directly from people with Coronavirus (COVID-19).

Putting on your single use gloves:

- Care must be taken not to touch the face, mouth or eyes when wearing gloves.
- Take out a glove from its original dispenser, holding only the cuff.
- Hold glove at opening with one hand and slide fingers and thumb of opposite hand into glove.
- Pull towards wrist to fully don glove using only knuckles to avoid fingernail puncture.
- Take second glove out of dispenser with bare hand, holding only the cuff.
- Hold glove at opening and slide fingers and thumb into glove. Pull glove towards wrist using knuckles of gloved hand.

1.6.3 Removing of or doffing PPE.

PPE should be removed in an order that minimises the potential self-contamination, before leaving the room where PPE was required. Remove gloves and apron and dispose of it by double bagging, then store securely for 72 hours, then throw it away in the regular waste receptacle.

Once outside the room, remove disposable facemask and dispose of it by double bagging, then store securely for 72 hours, then throw it away in the regular waste receptacle and clean hands.

Please follow steps in the order below (*see: Diagram 3*)

i. Gloves (*see: Diagram 4*)

- Remove gloves. Grasp the outside of glove with the opposite gloved hand; peel off. Hold the removed glove in the remaining gloved hand.

- Slide the fingers of the un-gloved hand under the remaining glove at the wrist.
 - Peel the remaining glove off over the first glove and discard.
 - Clean hands.
- ii. Apron
- Unfasten or break apron ties at the neck and let the apron fold down on itself.
 - Break ties at waist and fold apron in on itself – do not touch the outside – this will be contaminated. Discard.
- iii. Face shield
- Remove eye protection if worn. Use both hands to handle the straps by pulling away from face and place down.
 - Clean hands.
- iv. Face mask
- Remove facemask once your work is completed.
 - Untie or break bottom ties, followed by top ties or elastic, and remove by handling the ties only. Lean forward slightly. Discard.
 - DO NOT reuse once removed.
 - Clean hands with soap and water.
- v. Cleaning a face shield
- Fresh single use gloves to be worn before cleaning commences.
 - The wearer should clean the inside and outside of the mask using a suitable disinfectant cleaning wipe.
 - Face shield to be kept in a sterile bag to prevent contamination.
 - Clean hands with soap and water.
 - Dispose of gloves by double bagging, then store securely for 72 hours, then throw it away in the regular waste receptacle and clean hands.

Diagram 1



Putting on personal protective equipment (PPE) for non-aerosol generating procedures (AGPs)*

Please see donning and doffing video to support this guidance: https://youtu.be/-GncQ_ed-9w

Pre-donning instructions:

- Ensure healthcare worker hydrated
- Remove jewellery
- Tie hair back
- Check PPE in the correct size is available

1 Perform hand hygiene before putting on PPE.



2 Put on apron and tie at waist.



3 Put on facemask – position upper straps on the crown of your head, lower strap at nape of neck.



4 With both hands, mould the metal strap over the bridge of your nose.



5 Don eye protection if required.



6 Put on gloves.



*For the PPE guide for AGPs please see: www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures

© Crown copyright 2020. Public Health England Gateway Number: 2019-263. V1.2

Diagram 2



Using disposable respirators

Pre-use checks

- You should be clean-shaven around the face seal to achieve an effective fit when using disposable respirators. Beards and stubble will stop the disposable respirator sealing to your face and protecting you properly
- Make sure it is the right disposable respirator for your work and for you - have you passed a face fit test in this disposable respirator?
- Make sure the disposable respirator is clean and undamaged before you use it
- Follow the manufacturer's instructions for checking the disposable respirator and putting it on
- Check the fit every time you put on the disposable respirator to ensure there are no leaks

Putting the disposable respirator on and checking it fits

1 Cup the disposable respirator in one hand, with the straps hanging out of the way.

2 Hold the disposable respirator in place on your face.

3 Pull the bottom strap over your head, to the back of your neck.

4 Pull the top strap over your head to sit above your ears.

5 Check the straps are not twisted. If you need to tighten the straps, pull both ends at the same time, bottom first, then top.

6 If there is a nose clip, press this firmly to the shape of your nose.

7 Before entering the workplace, a user seal check should be carried out. This is done by placing your hands over the filter material and breathing in. The mask should suck down onto your face when you breathe in sharply. You should hold your breath for ten seconds and the disposable respirator should not loosen. If it does, you should readjust and repeat.

Check your disposable respirator before you put it on. Then do a pre-use seal check or fit check - for a proper seal each time: Clean shaven? Edges tight? Chin snug? Nose clip shaped? Straps in place?

This poster illustrates a typical disposable respirator, there are many other types available. Follow the manufacturer's instructions on putting your type of disposable respirator on and checking it fits.

Visit [hse.gov.uk/respiratory-protective-equipment](https://www.hse.gov.uk/respiratory-protective-equipment) for more information

©Crown copyright 2020 Published by the Health and Safety Executive

C100 03/2020

Diagram 3



Taking off personal protective equipment (PPE) for non-aerosol generating procedures (AGPs)*

Please see donning and doffing video to support this guidance: https://youtu.be/-GncQ_ed-9w

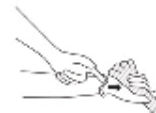
PPE should be removed in an order that minimises the risk of self-contamination

Gloves, aprons (and eye protection if used) should be taken off in the patient's room or cohort area

1 Remove gloves. Grasp the outside of glove with the opposite gloved hand; peel off. Hold the removed glove in the remaining gloved hand.



Slide the fingers of the un-gloved hand under the remaining glove at the wrist. Peel the remaining glove off over the first glove and discard.



2 Clean hands.



3 Apron. Unfasten or break apron ties at the neck and let the apron fold down on itself.



Break ties at waist and fold apron in on itself – do not touch the outside – **this will be contaminated.** Discard.



4 Remove eye protection if worn.

Use both hands to handle the straps by pulling away from face and discard.



5 Clean hands.



6 Remove facemask once your clinical work is completed.



Untie or break bottom ties, followed by top ties or elastic, and remove by handling the ties only. Lean forward slightly. Discard. DO NOT reuse once removed.

7 Clean hands with soap and water.



*For the PPE guide for AGPs please see: www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures

© Crown copyright 2020. Public Health England Gateway Number: 2019-262. V1.2

Diagram 4

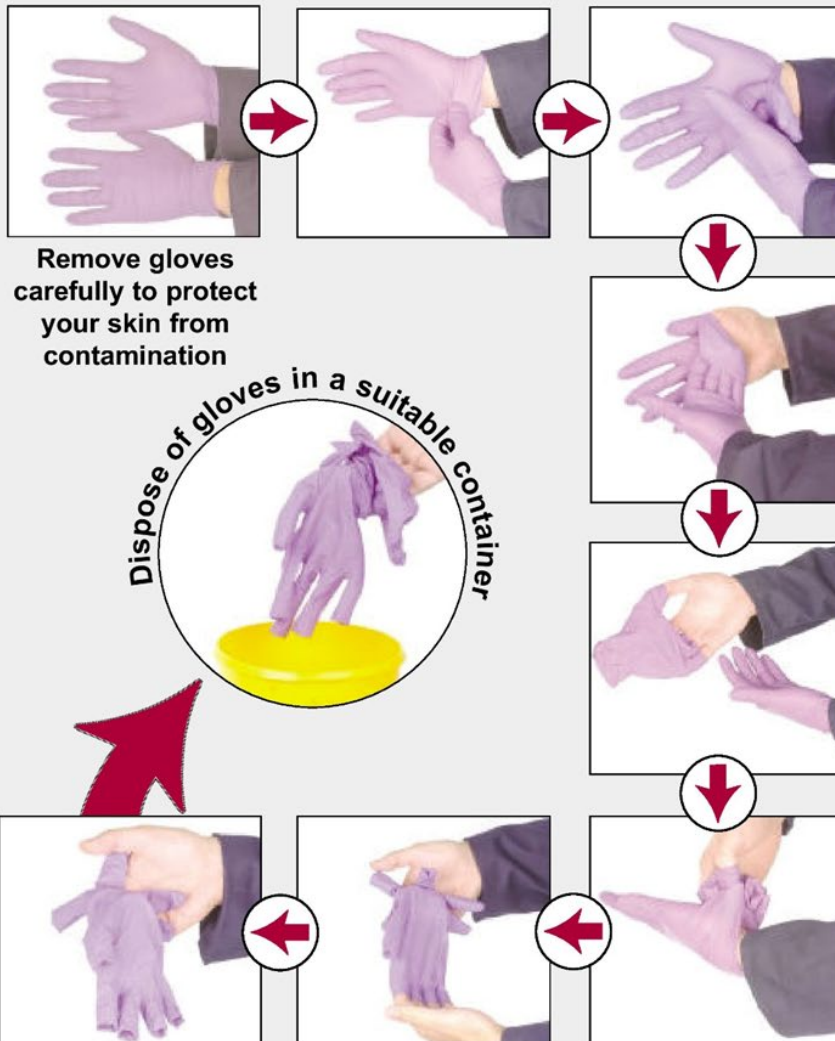


Health and Safety
Executive

Correct removal of gloves

Single use gloves (splash resistant)

Follow the steps shown



www.hse.gov.uk

In response to any infection:

1.7 Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process and how to contact the Trust in the event of a confirmed or suspected case of Coronavirus (COVID-19). This means ensuring that staff members and parents and carers understand that they will need to be ready and willing to:

- Book a test if they are displaying symptoms. Staff and pupils must not come into school if they have symptoms, and must be sent home to self-isolate if they develop them when at school. Anyone with Coronavirus (COVID-19) symptoms should seek a test.
- Provide details of anyone they have been in close contact with if they were to test positive for Coronavirus (COVID-19) or if asked by NHS Test and Trace.
- Self-isolate if they have been in close contact with someone who develops Coronavirus (COVID-19) symptoms or someone who tests positive for Coronavirus (COVID-19).

Anyone who displays symptoms of Coronavirus (COVID-19) can and should get a test. Tests can be booked online through the [NHS website](#), or ordered by telephone via NHS 119 for those without access to the internet. Schools should remain in contact with anyone awaiting a test and ensure that they are informed immediately of a test result.

- If someone tests negative, if they feel well and no longer have symptoms similar to Coronavirus (COVID-19), they can stop self-isolating (other members of their household can also stop self-isolating).
- If someone tests positive, they should follow the Stay at home guidance: [Stay at home: guidance for households with possible or confirmed Coronavirus \(COVID-19\) infection](#) and must self-isolate for at least 10 days from the onset of their symptoms. They may then return to school only if they do not have symptoms other than cough or loss of sense of smell or taste. This is because

a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal, and other members of their household should continue self-isolating for the full 14 days.

The Health Protection Team, after being contacted by Ian Carnwell, Olivia Frings or Gary Musson (as 1.8 below) will provide definitive advice on who must be sent home. To support this, schools must keep a record of pupils and staff in each bubble and any close contact that takes place between children and staff in different bubbles. This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. Schools are not to send anybody home until instructed to do so by Public Health England or the Trust.

It is anticipated that in the event of a positive test, the Health Protection Team will advise those who have been in close contact with the person who has tested positive to self-isolate for 14 days since they were last in close contact with that person when they were infectious.

Close contact means:

- direct close contacts – face-to-face contact with a case for any length of time, within 1 metre, including being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1-2 metres for more than 15 minutes) with a case
- travelling in a small vehicle, like a car, with an infected person

1.8 Manage confirmed cases of Coronavirus (COVID-19) amongst the school community

Schools must take swift action when they become aware that someone who has attended has tested positive for Coronavirus (COVID-19). Schools should immediately contact The Director of the Learning Environment (Ian Carnwell – 07783 124950) or The Director of Human Resources (Olivia Frings – 07841 464505), or GS

Musson Associates (Gary Musson – 07590 277060) who will provide the lead in direct liaison with the Headteacher.

Ian, Olivia or Gary will make the initial contact with the appropriate Health Protection Team. The Health Protection Team will work with schools in this situation to guide them through the actions they need to take. To support this, it is essential that schools keep records of their bubbles and who interacts with them, in addition to holding contact information for any visitors to school.

Template letters are available to communicate to stakeholders as appropriate and must be used. Schools must approve all communications via the Trust in the event of a positive test. This is essential so that the Trust can support the school and meet the communication requirements of Public Health England.

Where there is a positive test in a residential setting, [guidance on isolation for residential education settings](#) is to be followed, in addition to contacting colleagues as outlined above.

1.9 Contain any outbreak by following local Health Protection Team advice

If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where Coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local Health Protection Team who will be able to advise if additional action is required.

2.0 School Operations

2.1 Meals and Catering

It is anticipated that schools will provide hot meals from September 2020 if safe to do so. The ability to do this will depend upon a risk assessed based approach at each school. The risk assessment must consider factors, which include:

- i. The avoidance of queues and the mixing of bubbles.
- ii. Maintaining the principal of bubbles whilst collecting food from the servery. Is table service safer as a servery will be frequently touched?
- iii. The ability of the dining space to accommodate bubbles and phased dining.
- iv. Cleaning between use of space by each bubble.
- v. The ability of the kitchen staff to operate the kitchen and servery safely.

Drinking fountains are not to be used and are to be disabled and signed as 'Do Not Use'. Drinking fountains must not become a dead leg and should be flushed for five minutes at least once per week. Pupils should be encouraged to bring beakers into school, or be provided with beakers, which are to be refilled by the adults within their teaching 'bubbles' from water jugs. It is essential that all beakers and water jugs are emptied and cleaned at the end of each day. No water is to be left in containers overnight.

2.2 Evacuation and Lockdown

In the event of a building required to be evacuated by activation of the fire alarm, the greatest and most immediate risk to health and safety is the fire or other reason to evacuate. Hence social distancing during evacuation is not required to be followed, as the priority is to evacuate quickly. Upon exiting the building, occupants should immediately proceed to the assembly point where social distancing between bubbles, adults and visitors should be observed. Social distancing should also be observed whilst reoccupying the building (should it be safe to reoccupy).

Under the requirement to lockdown, occupants should remain in the space they are in unless advised to do otherwise by the nature of the incident, and observe social distancing if safe to do so. The police should be notified immediately should there be any suspected reason to lockdown, and their guidance followed. The Director of the Learning Environment should also be notified of the lockdown as soon as it is safe to do so.

2.3 Isolation Spaces

Where possible, each school should maintain its triad of isolation spaces. Where this is not possible, at least one specific isolation space for anyone who may develop Coronavirus (COVID-19) symptoms during the school day must be available. The door to this space (or spaces) must be clearly signed as such and be used for no other purpose. Anyone who displays symptoms of Coronavirus (COVID-19) should leave the school environment as soon as possible. There should also be a dedicated toilet facility for anyone requiring to use the isolation space. Waste from these spaces (such as hand towels) must be disposed of as contaminated waste.

2.4 Break times and exercise.

Use of outdoor space is essential for breaks, exercise and mental wellbeing. This should be encouraged. Activities should be selected to reduce the risk of injury and the need for close contact first aid. Safe use of external space relies heavily on supervision and education of safe use, in addition to the timetable reducing numbers outside at any one time. Hand washing or sanitising should be encouraged upon re-entry to the building.

2.5 Ventilation and air movement

Where possible (and subject to weather conditions) windows should be opened to provide a supply of fresh air. Air conditioning is not to be used unless its function is to keep computer servers cool, or other installations cool, for the purpose of reducing risk of fire. Air conditioning can also be used where its intention is to ventilate chemical stores. Extraction can be used in Science rooms, workshops etc. These air conditioning and extraction units can only be used if full servicing is up to date. Classroom doors and corridor doors can be propped open unless they are designated fire doors to improve ventilation and minimise contact with doors. Fire doors can only be held open if the device holding them open allows the doors to close upon activation of the fire alarm.

Hand driers are not to be used and should have their power switched off. Hand towels and appropriate disposal should be provided.

2.6 Signage

All current signage relating to social distancing, health checks, hand washing and good related hygiene should continue to be displayed. Whilst social distancing requirements have been eased, the need for visitors to socially distance remains the same and hence signage does not need to be amended. Schools can decide locally if they wish to keep floor markings in classrooms for possible future use in the event of any return to lockdown scenarios, where social distancing would be required at all times. A 2-metre zone is to be marked around the teaching point in each teaching space to encourage social distancing. A 2-metre square is to be marked adjacent to the entry point of the teaching space (clear of the door swing) as a safe point for lesson observations etc.

The Reach South Daily Health Check Poster should be displayed at all entry points to the school site if the school chooses to use this with assisting the health check process. Please remember that adult visitors to the site and all staff must also be asked the health check questions whenever they enter the site.

2.7 Transport

Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply exclusively on dedicated transport.

It is important to consider:

- How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within the school
- Use of hand sanitiser upon boarding and/or disembarking
- Additional cleaning of vehicles

- Organised queuing and boarding where possible
- Distancing within vehicles wherever possible
- The use of face coverings for children over the age of 11, where appropriate - for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet

Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day; others involve use of a minibus; whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. Where travel is arranged by the school, the school will need to risk assess (with the support of GS Musson) prior to any travel being undertaken by pupils or staff. Staggering of the whole school day can also ease pressure on public transport. Whenever possible, the school bubbles should be maintained on transport.

2.8 Lettings

No lettings or use of space by external bodies can be considered until the Spring term of 2021. Lettings can only be considered from the Spring Term of 2021 following review of risk assessments for each use of space. The risk assessments will need to be approved in advance by the Headteacher and the Director of the Learning Environment. The financial viability of lettings will need to be reviewed given that all spaces used will have to be thoroughly cleaned prior to further school use. For clarity, where for example a nursery uses school space during school hours, those arrangements can continue provided that they follow the requirements of this guidance document as a minimum and their activities are appropriately risk assessed.

2.9 Off-site activities

All activities beyond the school boundaries, including day trips and residential trips, are not to proceed during the autumn term of 2020 until further notice. National and local guidance will be reviewed during the autumn term of 2020 to see if it is possible

to recommence off-site activities either during the autumn term or from January 2021. At date of issue of this document, the position in relation to Coronavirus (COVID-19) either nationally or locally is not clear concerning the extent of any infections that may be present in the autumn and beyond; hence, we will need to review the safety of outside organisations once the autumn term commences.

3.0 The 5 Stages to prepare and operate

3.1 Stage 1 - Risk Assess

To support the principals outlined above, each school will have an updated pack of risk assessments, which will be produced by our Health and Safety Consultants (GS Musson Associates), in close liaison with each school, to ensure the risk assessments are specific to the school setting and its operational requirements. The risk assessment packs are to include (but not be limited to):

- i. General Safe Operation
- ii. Maintaining Bubbles and Social Distancing (where possible)
- iii. Infection Prevention and Management including PPE use and disposal
- iv. Infection Control
- v. Catering
- vi. Cleaning
- vii. Evacuation and Lockdown
- viii. Wraparound Care
- ix. Transport
- x. Any specific individual pupil need
- xi. Any specific individual staff need

3.2 Stage 2 – Prepare

Schools are to implement the actions outlined above in the document and those of the associated risk assessment pack (produced by GS Musson), completing their 'opening

planning document' accordingly. Headteachers are to consult with and brief staff as appropriate.

3.3 Stage 3 – Authorisation

A school cannot operate at full capacity in September 2020 beyond operating levels certified in June 2020 without the express consent of: The Headteacher and the Director of the Learning Environment. Final consent will then be determined by the Chief Executive Officer.

3.4 Stage 4 – Operate

On the day of opening and thereafter the Safety and Compliance Learning Environment daily, weekly, monthly and six monthly log sheets must be followed as normal (refer to the Learning Environment Manual) in addition to ensuring signs, etc. remain in place.

The safety of our pupils and staff is paramount. We will review our provisions and the national guidance as appropriate to updated requirements, to minimise the risk of infection coming into our academies and to minimise the risk of any infection occurrence or spread.

3.4.1 Projects

No construction, alteration, refurbishment or maintenance projects are to proceed without the consent of The Director of the Learning Environment and GS Musson Associates. This is to ensure general project safety and Coronavirus (COVID-19) related safety. If possible, information should be provided for consent at least 2 weeks prior to works commencing to allow for information to be checked and if required, amended for further consideration. Where emergency maintenance is required, this period can be reduced as required, but consultation must still occur and approval be given. Contractors should preferably be approved via the PQS (Pre-Qualification Scheme) and must be on this database from 1 January 2021.

3.5 Stage 5 - Monitor and Review

The learning environment (in support of our schools as they operate from 1 September 2020) will be monitored and reviewed. Where necessary, and to accommodate any change in national (or local) advice, our policy will be reviewed in conjunction with associated risk assessments. Where necessary, new or revised policy and procedure will be introduced.

For any queries or clarification, please contact:

Ian Carnwell – Director of the Learning Environment

ian.carnwell@reachsouth.org

07783 124950