

# **COVID-Secure Strategy:** Issue 1, September 2020

“As iron sharpens iron,  
so a man sharpens the countenance of his friend.”  
Proverbs 27:17

#TEAMTEILO

## Contents

Introduction	5
<b>SECTION ONE: COMPLIANCE</b>	
Health and safety law	7
National guidance	7
<b>SECTION TWO: PREVENTION</b>	
Minimising contacts and social distancing	9
Responding to symptoms	10
Hand hygiene	10
Respiratory hygiene	11
Enhanced cleaning	11
Ventilation	11
Catering	12
Sharing equipment	12
Visitors to site	13
<b>SECTION THREE: WELLBEING</b>	
General wellbeing	15
Pastoral care, support and guidance	16
Additional Learning Needs	16
Alternative provision	17
Safeguarding	17
Extremely vulnerable students and staff	18
<b>SECTION FOUR: LEARNING</b>	
The curriculum	20
Blended learning	20
Flexible timetable	20
Feedback and assessment	21
Student induction	21
<b>SECTION FIVE: OPERATIONS</b>	
Personal Protective Equipment (PPE)	24
Face coverings	24
Test Trace Protect (TTP) Strategy	25
Confirmed cases of COVID-19 in school	26
Transport	27
Visits	27
Uniform	27
Fire	27

**SECTION SIX: APPENDICES**

Appendix 1: Building zones	29
Appendix 2: 'Hands, Face, Space' signage	30
Appendix 3: Entrance signage	31
Appendix 4: Hand washing signage	32
Appendix 5: 'Catch it, Bin it, Kill it' signage	33
Appendix 6: Cleaning checklist	34
Appendix 7: Workforce risk assessment	35
Appendix 8: Flexible timetable	36
Appendix 9: Wearing a non-medical fabric face covering	37
Appendix 10: Wellbeing support for staff	38
Appendix 11: PPE training guide	39

## Introduction

Following a ministerial statement on school closures in Wales as a consequence of the global coronavirus (COVID-19) pandemic, St Teilo's Church in Wales High School was closed to all pupils on Friday 20 March 2020. From 30 March 2020, the school supported the educational 'hub' provision based at Ysgol Gyfun Gymraeg Glantaf. This provision was designed to supervise the children of key workers critical to the continuation of essential public services.

On 3 June 2020, the Education Minister announced that all children would have the opportunity to "Check in, Catch Up, Prepare for summer and September" as schools in Wales moved to the next phase. From 29 June 2020, St Teilo's reopened to all students on a reduced basis (see <http://www.stteilos.com/summer-term-reopening-plans/>).

The Minister for Education announced on 9 July 2020 that all learners would return to school in the autumn term. The Welsh Technical Advisory Group (TAG), which provides scientific and technical advice to the Welsh Government during emergencies, recommended that schools "plan to open in September with 100% of pupils physically present on school sites, subject to a continuing, steady decline in the presence of COVID-19 in the community" (See <https://gov.wales/technical-advisory-group-advice-return-school>).

The Welsh Government also state that the risk to children themselves of becoming severely ill from COVID-19 is very low. Current evidence suggests "infection with SARS-CoV-2 appears to take a milder course in children than in adults: most infected children present with mild symptoms or are asymptomatic, and very few develop severe or life threatening disease. There remains some on-going uncertainty in transmissibility of the disease by children, but real world observation of schools opening in England and other countries has shown little transmission by children".

Reopening schools is not risk-free. However, these risks have to be carefully balanced with the negative health impacts of being out of school. School is also an important point of contact for public health and safeguarding services that are critical to the well-being of children and families.

Finally, the Welsh Government assert that, taking into account the improved situation we now find ourselves in, the balance of risk is now overwhelmingly in favour of children returning to school. Being out of school is detrimental for children's cognitive and academic development and their health and well-being, particularly for disadvantaged children, and can have an impact both in the short and longer term. We know that lower academic achievement also translates into long-term economic costs. We also know that school closures have affected some families' ability to work. Getting our learners back into school as quickly and safely as possible will bring positive benefits on a number of fronts, not least their mental and emotional wellbeing.

This document sets out the school's plans to reopen on a full time basis for all children whilst ensuring the physical school environment remains 'COVID-secure'. The school's aims are:

- To ensure the health and safety of all students and staff;
- To prioritise the wellbeing of all students and staff;
- To offer a full, broad and balanced curriculum; and
- To provide as much face-to-face teaching as possible, in the event of reduced future operations should infection rates rise.

1

**COMPLIANCE**

## **SECTION ONE: COMPLIANCE**

### **Health and safety law**

It is expected that the Headteacher will need to make judgments at a school level about how to balance and minimise any risks from COVID-19 with providing a full educational experience for children and young people. The Welsh Government understands that there cannot be a one size fits all approach and it is recognised that St Teilo's will have local challenges to address.

The Headteacher wishes to reassure the St Teilo's community that the school complies fully with health and safety law, which requires risks to be assessed and proportionate control measures to be put in place. The governing body, as the employer, will continue to thoroughly review the school's health and safety risk assessment, a copy of which can be requested from the school.

Essential measures include, for example:

- a requirement that people who are unwell with symptoms of COVID-19 stay at home;
- robust hand and respiratory hygiene;
- continued increased cleaning arrangements;
- active engagement with the Test, Trace, Protect strategy; and
- formal consideration of how to reduce contacts and maximise social and physical distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The details about the approach in St Teilo's are set out in full in this document.

### **National guidance**

You can find a copy of the Welsh Government's operational guidance for schools here: <https://gov.wales/sites/default/files/publications/2020-08/operational-guidance-for-schools-and-settings-from-the-autumn-term-version-2.pdf>

You can find a copy of the Test, Trace, Protect strategy here: <https://gov.wales/test-trace-protect>

You can find a copy of the COVID-19 social distancing guidance for everyone in Wales here: <https://gov.wales/coronavirus-social-distancing-guidance>

2

**PREVENTION**



## SECTION TWO: PREVENTION

### Minimising contacts and social distancing

Minimising contacts and mixing between people reduces transmission of COVID-19. Schools must consider how to best implement this and do everything possible within their own context to minimise contacts and mixing while delivering a broad and balanced curriculum. It is acknowledged, however, that schools will have constraints relating to buildings and staffing resources and an element of flexibility may be needed.

The overarching principle to apply is to reduce the number of contacts between learners and staff. This can be achieved through keeping groups separate and through maintaining distance between individuals. Both measures will help, but the balance between them will change depending on:

- learners' ability to distance to minimise their contacts;
- the layout of the school; and
- the feasibility of keeping distinct groups separate while offering a broad curriculum.

#### Practical strategy: Minimising contacts and social distancing

Consistent groups help reduce the risk of transmission by limiting the number of learners in contact with each other to only those within the group. At St Teilo's, the building will be zoned to ensure contact groups no larger than one year group in size. This means that students will remain within their zone for all lessons with minimal movement between rooms. Zones will broadly operate as follows:

Year 7: Ground floor, D Block  
Year 8: First floor, D Block  
Year 9: First floor, E Block  
Year 10: Ground floor, F Block  
Year 11: First floor, C Block  
Years 12 and 13: First floor, F and A Block

In addition, crowding will be prevented by operating four entrances and exits to the building (see Appendix 1).

Classrooms are set out in rows facing the front of the room. Students will be expected to remain in their seats and face in the same direction during lessons. All classroom surfaces will be cleared to provide as much space as possible. Signage on classroom doors will remind students of best practice in minimising risk (see Appendix 2).

Teachers will operate across different contact groups in order to facilitate the delivery of the school timetable. However, they will be required to keep their distance from learners and other staff as much as they can, ideally 2 metres. In lessons, this means that teachers are expected to remain at the front of the classroom. Associate staff will largely remain within zones.

There will be no staff room in operation, however there will be a number of break out spaces for staff to help ensure distancing during break times and non-contact periods.

## Responding to symptoms

Under no circumstances should learners or staff attend the school if they:

- feel unwell with any of the identified COVID-19 symptoms (high temperature; new, continuous cough; or loss of taste or smell). They should remain at home, self-isolate and arrange a COVID-19 test;
- have tested positive for COVID-19; or
- live in a household with another person who has symptoms of, or has tested positive for, COVID-19.

### Practical strategy: Responding to symptoms

Signage at entrances to the school will remind students and staff not to enter the building if they have symptoms of COVID-19, have tested positive for COVID-19 or live with another person who has symptoms of, or has tested positive for, COVID-19 (see Appendix 3).

Parents and carers will be reminded through the school's weekly email bulletin. Note: Parents and carers are required to subscribe to the weekly email bulletin.

St Teilo's has a clear escalation procedure if students or staff begin to show symptoms of COVID-19 while at the school.

### Practical strategy: Responding to symptoms

Those showing symptoms will be kept separate until they can be collected and taken home. This will be in a separate isolation room, which is clearly signposted, supervised at a distance of two metres by a member of the senior leadership team. If clinical advice is required, the senior leader will go online to 111 Wales (or call 111 if necessary). This procedure will be shared with students and staff during their induction sessions.

## Hand hygiene

COVID-19 is an easy virus to kill when it is on skin. This can be done with soap and running water or using a hand sanitiser. St Teilo's strongly encourages students to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating and after using the toilet.

### Practical strategy: Hand hygiene

Signage throughout the building will remind students and staff to regularly wash their hands (see Appendix 4).

A toilet and sink block is available within each zone ensuring minimal mixing between contact groups. Staff have access to separate, single-person toilets and sinks throughout the building.

Sanitiser stations are located at each entrance/exit and within each zone. Staff are provided with individual sanitiser bottles attached to lanyards.

Students are encouraged to bring their own sanitiser and soap, if preferred, and keep these in their school bags.

Hand dryers in toilets are not in operation. Instead, paper towels are available to dry hands. Paper towels should be placed in the lidded bins after use. These bins are emptied daily.

## **Respiratory hygiene**

The 'catch it, bin it, kill it' approach continues to be very important and all students and staff need to understand that this is now part of how St Teilo's operates.

### **Practical strategy: Respiratory hygiene**

Signage throughout the building will remind students and staff to use the 'catch it, bin it, kill it' approach (see Appendix 5).

Tissues and bins are available in every classroom. Students and staff are encouraged to bring their own supply of tissues also. Students can keep these in their school bag.

A short video, promoting the 'catch it, bin it, kill it' approach will be played intermittently at the beginning of lessons.

## **Enhanced cleaning**

St Teilo's follows the latest advice on cleaning in non-healthcare settings and has a schedule that ensures cleaning is generally enhanced.

### **Practical strategy: Enhanced cleaning**

There will be on-site cleaning throughout the school day. Frequently touched surfaces, such as door handles, taps and toilet seats will be cleaned more often than usual. A full clean will take place between 3.30pm and 7.00pm each day (see Appendix 6).

Each classroom is stocked with a spray cleaner and large rolls of tissue for sporadic clearing during the day. Alcoholic wipes are available in areas that require them.

## **Ventilation**

It will be important that the school remains well ventilated at all times. Natural ventilation will be used as far as possible meaning that the school may feel cold at times. Students are encouraged to wear jumpers and/or blazers if cold. Plain coats will also be allowed indoors.

### **Practical strategy: Ventilation**

All windows and doors will be open during the day to provide as much natural ventilation as possible.

Mechanical ventilation (air handling) is present in all rooms and is adjusted to full, fresh air.

## **Catering**

The requirement to ensure minimising contacts, social distancing and enhanced cleaning preclude the school from providing catering at this time. This is because the school would be required to schedule six separate lunch breaks with cleaning between each as a consequence of the size of the dining hall.

### **Practical strategy: Catering**

All students and staff will be required to bring a packed lunch to school each day. Handwashing before and after eating will be strongly encouraged. It is essential that students have a school bag in which to store their lunch box.

There will be a supply of food on-site for the rare occasion that a student forgets to bring their lunch to school.

Parents or carers of children normally in receipt of free school meals will continue to receive direct payments or supermarket vouchers until such a time that on-site catering resumes.

The school's food pantry will recommence in the Autumn Term to support the most vulnerable families.

Students will be encouraged to eat outdoors in a designated picnic area reserved for their contact group. In adverse weather, eating will be permitted indoors within zones.

## **Sharing equipment**

It is recommended that students limit the amount of equipment they bring into school each day, to essentials such as a bag, lunch box, coat and stationery. Classroom-based resources will be shared within contact groups however no resources will move between contact groups without first being left unused and out of reach for a period of 72 hours.

### **Practical strategy: Sharing equipment**

St Teilo's will provide every student with the following equipment:

- A4 presentation ring binder (displaying their timetable)
- Plastic wallet
- Zip wallet
- Mini-whiteboard, dry wipe markers and eraser
- A pen, pencil, ruler and rubber
- Green highlighter and pen (for assessment purposes)

This equipment is for use by each individual, without the need to share. It is essential that all students have a school bag in which to keep their equipment. Teachers will provide paper for students to work on and file so there will be no requirement for students to transport books to and from school. Students may choose to supplement their equipment pack with their own stationery.

### **Visitors to site**

To ensure compliance with social distancing requirements, visitors to the school site must be kept to a minimum. A record will be kept of all visitors as this may be needed at a future point to assist the Welsh Government's Test, Trace, Protect strategy.

#### **Practical strategy: Visitors to site**

There will be no entry to the school site for visitors without an appointment. This includes parents and carers, who must not attend the school with the purpose of meeting a member of staff without prior appointment.

Upon arrival to the foyer, visitors are required to sanitise their hands before using the intercom to communicate with a member of reception staff. Unless it is necessary to invite the visitor into the school building, they must remain outside.

Those visitors who are admitted to the building must sign in using the school's electronic visitor book. Hand sanitiser is available for use before and after signing in.

There will be no seating available in reception for visitors with the exception of those with mobility issues or other related clinical requirements.

All visitors must remain within the designated visitor zone (including meeting rooms) unless otherwise expressly authorised by the Headteacher.

3

**WELLBEING**

## SECTION THREE: WELLBEING

### General wellbeing

The wellbeing of students remains the primary concern for St Teilo's. Arrangements to ensure the school is COVID-secure may impact negatively on wellbeing and these risks must be mitigated as far as possible. For example, staff will positively reinforce behaviours around social distancing and hygiene as opposed to stigmatising mistakes. Likewise, the timetable and layout will ensure that there are appropriate opportunities for breaks and time outdoors. The school will remain alert to identify and support learners who exhibit signs of worry or distress.

#### Practical strategy: General wellbeing (students)

The number of lessons per day will increase from five to six. This will ensure that each lesson is shorter so that that students will find it easier to remain within classrooms and zones.

Each two 50-minute lessons will be followed by a 40-minute break. This will allow children to regularly stretch their legs, gain some fresh air, wash their hands and use the toilet.

Each contact group will have access to their own outdoor picnic area meaning that there will be no mixing of groups during recreational time.

Carefully supervised sports facilities will be available to students for sensible outdoor play.

The key to helping students feel safe is making sure the staff feel safe. This will be achieved by ensuring staff have reliable and consistent information and that they are involved in decision-making at school level. Arrangements to ensure the school is COVID-secure may impact negatively on wellbeing and these risks must be mitigated as far as possible. For example, staff workload will be closely monitored and careful consideration will be given to work-life balance.

#### Practical strategy: General wellbeing (staff)

The timetable will be scheduled to provide each teacher with three 'split double' lessons as opposed to six lessons. This will significantly reduce the demand on teacher planning.

All staff non-contact periods will qualify as protected planning, preparation and assessment (PPA) time, as opposed to the usual 10%. This also means that staff will be permitted to leave the school site during non-contact periods.

Directed time will be reduced to an absolute minimum, with only one staff briefing and one staff meeting scheduled per week. All evening engagements will be suspended until COVID-secure arrangements can be relaxed.

There will be a suspension of teaching and learning reviews by line managers and all professional learning, though structured, will be self-directed. This will allow staff to plan their professional learning around their own families and demands in their personal lives.

Teaching staff will be provided with a high-specification laptop to make transitions between lessons easier and to allow for anytime, anywhere planning, preparation and assessment.

### **Pastoral care, support and guidance**

Wellbeing is a critical enabler of learning; students who are not content, safe and secure will not learn effectively. The school's wellbeing team will continue to focus on supporting wellbeing as a foundation for learning.

#### **Practical strategy: Pastoral care, support and guidance**

To assist in this transitional period, all year groups will remain under the care of their existing Achievement Leader. This means that:

- Lower school will now comprise Years 7 and 8, cared for by Mrs Pitt and supported by Miss Lia and Mr Barnes.
- Middle school will now comprise Years 9 and 10, cared for by Mrs Williams and supported by Mrs Rees and Mrs Watkins.
- Upper school will now comprise Year 11, cared for by Mrs Phillips and supported by Mrs Johnson.
- Sixth Form will continue to comprise Years 12 and 13, cared for by Miss Owen and supported by Mrs Gallo.

Each zone will include a new, large pastoral office meaning that students can access support whilst maintaining social distance within their contact group.

Each break out space will be supervised by an Achievement Officer, meaning that every student has access to immediate support if required.

There will be a further team of dedicated wellbeing staff within each zone, including Special Mentors, Youth Mentors or Welfare Officers. This means that there will be a constant and reassuring presence for students throughout the school day.

### **Additional Learning Needs**

Additional learning needs may have been made more acute because of the special provisions set in place during the COVID-19 pandemic. Support for students with additional learning needs remains critical to the school's operations and will continue to be available at all times.

#### **Practical strategy: Additional learning needs**

Each zone will have a dedicated Additional Learning Needs and nurture provision. These will be supervised by a specialist teacher supported by a team of associate teachers. There will be



no barriers to specialist staff from other agencies, for example counsellors or educational psychologists, accessing the school (with consideration given to the preventative measures set out in this document). All specialist interventions will continue.

There may be some restrictions on the extent to which one-to-one or small group support can be provided in lessons due to restrictions in physical space and the need to maintain social distancing, particularly for adults. This will be considered on an individual basis and plans for support will be co-constructed with students and parents and carers.

Enhanced teaching provision (previously referred to as 'LEAP' and 'ACE') will continue within each zone.

Nurture support will be managed by virtue of the school's graduated response, overseen by the Wellbeing and Inclusion Panel. The stages of the graduated response have been modified in response to the COVID-19 pandemic.

## **Alternative provision**

It is the case that, for a small minority of students, mainstream education in a school setting is not sufficient to meet their needs. In such cases, education other than at school may be a more suitable provision. It remains the St Teilo's ambition to retain all students on roll, whatever their level of need, avoiding permanent exclusion or 'off-rolling' at all costs.

### **Practical strategy: Alternative provision**

The school is seeking to establish an off-site alternative provision for a small minority of learners by the end of September 2020. This provision will be managed using the principles set out in this guidance document.

Alternative provision is a more flexible, personalised provision which students may access on a full time, part time or revolving-door basis. It is no less academic and students are expected to achieve a suite of appropriate qualifications, albeit in a more adaptable setting.

Access to alternative provision will be managed by virtue of the school's graduated response, overseen by the Wellbeing and Inclusion Panel. The stages of the graduated response have been modified in response to the COVID-19 pandemic.

## **Safeguarding**

Learners will have encountered different experiences and home environments during lockdown. All staff will be reminded during their induction of their safeguarding duties within the statutory safeguarding guidance for education settings (Keeping Learners Safe) and the Wales Safeguarding Procedures.

The role of the Designated Safeguarding Person (DSP) will continue to be vital. Staff will ensure that any learner expressing concerns about welfare will be provided with access to the DSP, Miss Matthews.

#### **Practical strategy: Safeguarding**

Accessing a trusted adult, or the DSP, will be made more difficult with social distancing measures in place. Each zone therefore includes smaller, private spaces – which can accommodate up to four people safely – for difficult or personal conversations.

Students are able to disclose concerns to any adult they trust. All concerns, however, will be passed to the DSP who is able to accommodate the student in a private office away from the zones to ensure expert support is provided.

St Teilo's will continue to work closely with Children's Services and other agencies to allow important social care and health support to be provided to students in the school setting. Spaces have been reserved for this work within the school's visitor zone.

#### **Extremely vulnerable students and staff**

The Chief Medical Officer for Wales took the decision to pause the advice for extremely vulnerable individuals to shield after 16 August 2020 because the infection rate in Wales was very low. Staff and students who were shielding are now able to return to school in September because the school environment is risk assessed to be 'COVID-secure'. This means that reasonable measures have been taken to minimise the risks from COVID-19.

It is now expected that all students and staff who are no longer required to shield should attend school. However, St Teilo's is mindful that many students, staff, parents and carers will have concerns and may be reluctant or anxious about returning. This may include learners who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from COVID-19, including those from black, Asian and minority ethnic backgrounds or who have certain conditions such as obesity and diabetes.

#### **Practical strategy: Extremely vulnerable students and staff**

The school will work with staff, students, parents and carers to establish an individual risk assessment for those with complex needs, including medical, physical, emotional or behavioural needs. These risk assessments will help the school to put in place measures to minimise risk and increase confidence (see, for example, Appendix 7).

For example, it may be more suitable for vulnerable children to sit at the back of the classroom next to an open window, with all other children facing forward. It may be suitable for a face covering to be worn or for additional support to be provided. Some individuals may need a personal supply of hand sanitiser or be required to leave lessons earlier than others.

4

**LEARNING**

## **SECTION FOUR: LEARNING**

### **The curriculum**

St Teilo's will continue to offer a full, broad and balanced curriculum as far as reasonably practical. Arrangements for access to specialist rooms (such as design technology workshops or science laboratories) will be made by collapsing the timetable periodically.

In Key Stage 5, there will be no changes to the curriculum. Students will retain access to five computer suites.

In Key Stage 4, there will be no changes to the curriculum with the exception of the removal of the Skills Challenge Certificate. Students will retain access to three computer suites.

In Key Stage 3, there will be a requirement for a modified curriculum as follows:

- Drama will be taught in English lessons
- Information technology will be taught in mathematics lessons
- Design technology will be taught periodically by arrangement only
- Music will not be taught but peripatetic lessons will continue
- Art lessons will remain in the curriculum however there will be limited access to art rooms
- Physical education will remain in the curriculum however lessons will be modified to ensure compliance with COVID-Security.

### **Blended learning**

St Teilo's will continue to use the Welsh Government's Hwb platform. Whilst the school remains fully operational, students will access Hwb regularly to complete assessments (known as 'quizzes'). Quizzes help students to rehearse skills and recall knowledge and help teachers by informing planning. They involve sorting, choosing, reordering and selecting. Quizzes are self-marking, meaning students receive immediate feedback. After a quiz, teachers provide whole-class feedback. This takes the form of 'what went well' and 'even better if'. Quizzes are completed by students at home (or after school), usually twice per half term in each subject.

All students and staff will be trained in the use of Microsoft Teams for the purpose of broadcasting lessons. This will be important if the school moves to a phase of partial operation or if the school is closed. The school is also seeking to develop its use of Microsoft Teams to engage parents and carers digitally.

### **Flexible timetable**

St Teilo's has introduced a flexible timetable meaning that the school can respond to increasing infection rates or workforce capacity issues easily and quickly. The model involves a repeated three-lesson timetable and allows the school to operate at different levels (as opposed to being either fully open or fully closed).

Different levels of operation can be applied to different year groups to ensure as much face-to-face teaching time in school as possible. Broadcast lessons will supplement partial operation (see Appendix 8).

## **Feedback and assessment**

Feedback and assessment will take place in the following three forms:

### **Highlights**

Highlights help students to focus on areas of strength and areas for development. They involve signposting students to sections of their own work using coloured codes:

Rejoice: Pink – The teacher highlights excellent work that might be shared with others.

Revisit: Blue – The teacher highlights an area of work for the student to look back over.

Repair: Orange – The teacher highlights careless mistakes or factual errors that require correction.

Refine: Yellow – The teacher highlights a section of work which requires refinement.

Review: Green – The student highlights strengths and weaknesses in their own work (or that of a peer) and makes changes to their work as a result.

After highlighting, students should immediately respond using a green pen. This helps the student to note the difference in the quality of their work before and after feedback. Highlights are retained by students in their files. Highlights are completed within or between lessons, usually three times per half term in each subject.

### **Quizzes**

Quizzes help students to rehearse skills and recall knowledge and help teachers by informing planning (see 'blended learning' above for details).

### **Tests**

Tests help students to apply knowledge and skills in new or unknown contexts. They involve thinking deeply and replicate the style of external examinations. Tests are supervised, undertaken in silence and are marked by teachers. This means that every child receives highly personalised feedback.

After a test, teachers provide individual written feedback and lesson time for students to respond (we call this Directed Improvement and Reflection Time, or 'DIRT'). Once students have responded to their feedback, tests are scanned by teachers and retained electronically before being filed by students. Tests are completed by students in lessons, usually once per half term in each subject.

## **Student induction**

Support to transition back to school will be crucial for many students, especially those who have struggled during the lockdown period or who have greater levels of anxiety. There is also a requirement to support vulnerable children, children with additional learning needs, children who are looked after and children with emotional, social and behavioural difficulties in their transition back to school.

Each year group will receive an induction day before commencing lessons. This will help to familiarise them with the new physical environment, behaviours and practices that will keep the

school COVID-secure. Lessons for all students will begin on 14 September 2020 with an additional induction days as follows:

Year 7 – 4 September 2020

Year 8 – 7 September 2020

Year 9 – 8 September 2020

Year 10 – 9 September 2020

Year 11 – 10 September 2020

Years 12 and 13 – 11 September 2020

School transport will be operational throughout this period and students will be supported in using school buses safely and sensibly as part of their induction.

5

**OPERATIONS**

## **SECTION FIVE: OPERATIONS**

### **Personal Protective Equipment (PPE)**

The Welsh Government advise that social distancing, hand hygiene and respiratory hygiene (catching a cough or sneeze in a tissue or covering the mouth and nose with an elbow or sleeve) remain strongly evidenced to be the most effective ways to prevent the spread of coronavirus. There is therefore no need to use personal protective equipment (PPE) when undertaking routine educational activities in classroom or school settings.

The list below covers when PPE may be required.

#### **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 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, fluid repellent gowns, FFP3 masks and eye protection are indicated when undertaking aerosol generating procedures such as suction.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

All staff should understand how to put on or remove PPE in the right order, safely dispose of the waste and use correct hand hygiene steps to reduce the risk of onward transmission of infection. In any case, hand washing should always be practiced before putting on and after removing PPE.

### **Face coverings**

#### **Staff**

Face coverings are strongly recommended to be worn by all school based staff when moving around common areas of school buildings including corridors, lifts, stairwells, toilets, and staff areas where



physical distancing is unlikely to be maintained. Face coverings can be removed when at your desk and when teaching, or in attendance at essential face to face meetings, where 2 metre social distancing arrangements are in place.

The wearing of face coverings will not remove the need for employees to adhere to 2 metre physical distancing wherever possible but is an added safety measure to support respiratory hygiene and prevent virus transmission.

In addition, face shields are available for staff to use in classrooms should they wish to do so.

### **Students**

Face coverings are recommended to be worn by students when moving around common areas of the school including corridors, lifts, stairwells and toilets where physical distancing is unlikely to be maintained. Face coverings are not required when seated in the classroom, participating in lessons and when outside of the school building. However, students will be permitted to wear face coverings at any time if it adds to their feeling of safety. Risks to students have been minimised by introducing zones to prevent the mixing of contact groups.

Students are required to wear a face covering whilst travelling to and from school using public or school transport.

The school will provide a reusable, washable face mask to all students (see Appendix 9).

### **Exceptions**

It is important to recognise that it may not be appropriate for some students and staff to wear face coverings because of their particular needs. In such cases, action will be determined by a specific risk assessment.

### **Test Trace Protect (TTP) Strategy**

Test, Trace, Protect works by:

- testing those people who have coronavirus symptoms, asking them to isolate from family, friends and their community while taking a test and waiting for a result. People can apply for a test for themselves or someone in their household with symptoms. This includes adults and children including the under 5s.
- tracing those people who have been in close contact with people that have tested positive for the virus, requiring them to take precautions through self-isolation.
- ensuring that if the symptoms are not due to coronavirus, individuals and their contacts can cease their period of self-isolation and get back to their normal routines as soon as possible.
- providing advice and guidance, particularly if the person who has symptoms or their contacts were previously in the 'shielding group' or are in the increased risk group.

St Teilo's will reinforce these messages by reminding all those who show any of the COVID-19 symptoms to self-isolate immediately and book a test. Those living with someone showing symptoms or who has tested positive for COVID-19 should also self-isolate. The school will keep a record of all visitors for the purposes of tracing.

In the event of a positive test, a contact tracer will contact the person tested to help identify potential contacts. A second contact tracer will then get in touch with those contacts and advise them to self-isolate for 14 days from their last contact with the person who tested positive. These people will only be required to take a test if they develop symptoms. The NHS TTP team will be notified automatically of a positive test result via their CRM system.

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

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

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

Where staff have maintained social distancing rules and adhered to hygiene measures during work and where required have used personal protective equipment (PPE), they would not be regarded as part of a contact tracing exercise for these purposes. A positive test on the school site does not therefore necessarily require closure of the school. The process of testing and contact tracing is part of the 'new normal' and because St Teilo's follows these guidelines carefully, there is no cause for alarm.

### **Confirmed cases of COVID-19 in school**

Building upon the Disease Outbreak Plan for Wales (2020) Public Health Wales has provided specific advice regarding the investigation and management of clusters and incidents of COVID-19 in educational settings. The advice outlines what steps should be taken to protect individuals and communities where clusters and incidents are occurring, as well as reducing spread to other communities. These are:

- Identification of cases in possible cluster.
- Gathering of minimum information.
- Initial cluster management and risk assessment.
- Identification of incident.
- Incident management.
- Escalation.

A potential cluster is defined as two or more cases of COVID-19 among learners or staff in an educational setting within 14 days or an increased rate of absence due to suspected or confirmed cases of COVID-19.

A potential incident, needing further investigation, is defined as two or more confirmed cases of COVID-19 among learners or staff who are direct close contacts, proximity contacts or in the same contact group in the school, within 14 days. The TTP contact tracer will assess a number of factors to determine the potential for a cluster including whether the individual who tested positive attended

the school during their infectious period, whether it is likely that the school was the source of infection for this confirmed case and whether further tracing of contacts in the school is needed.

It is important to highlight that if only one person has been identified with a case of COVID-19 in a school or setting the regular Test, Trace, Protect (TTP) contact tracing process should be followed.

In rare circumstances a school outbreak may be so complex it will require management under the formal structures of an Outbreak Control Team and managed as per the Communicable Disease Outbreak Plan for Wales 2020. This may involve:

- Adjustments as to how the school/setting is operating to facilitate infection prevention and control measures and social distancing.
- If further groups need to be asked to self-isolate (for example, class groups, other functional groups or year groups).
- Whether to undertake an enhanced investigation including testing of a wider group.

## **Transport**

The local authority is responsible for the implementation of guidance relating to school transport, working with the operators with whom they contract to ensure necessary measures are put in place in line with risk assessments. Further details are available from Cardiff Council's school transport team.

Staff, parents and carers must all play a role in educating students on acceptable behaviour on school and public transport. The school will address this issue with students on their induction day.

The school strongly encourages active travel arrangements.

## **Visits**

There will be no educational visits until further notice.

## **Uniform**

There is no requirement for amendments to school uniform, which should continue to be washed regularly.

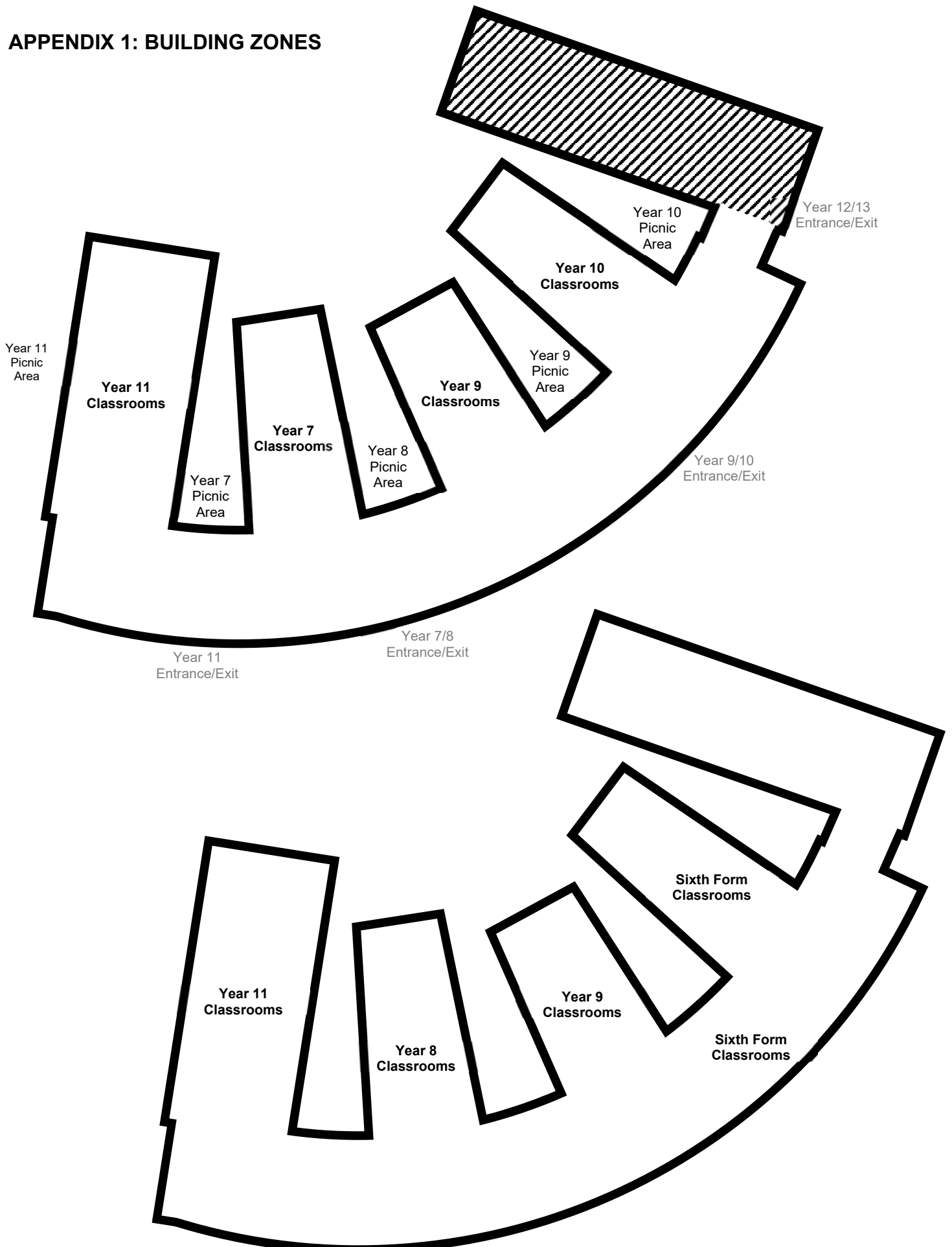
## **Fire**

In the event of the fire alarm sounding, classroom teachers will escort their class to the appropriate assembly point for the contact group. Fire drills will continue to be conducted half-termly and the fire evacuation plans will be shared with students during their induction. Assembly points are clearly displayed in every room.

# 6

## **APPENDICES**

**APPENDIX 1: BUILDING ZONES**



**APPENDIX 2: 'HANDS, FACE, SPACE' SIGNAGE**

**HANDS**

**Wash and sanitise your  
hands regularly.**

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**FACE**

**Do not touch your face and  
wear a mask in busy areas.**

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**SPACE**

**Keep apart from each other  
where possible.**

**APPENDIX 3: ENTRANCE SIGNAGE**

**HOW ARE YOU  
FEELING TODAY?**

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**New, continuous cough?**

**High temperature?**

**Loss of smell or taste?**

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**IF YOU ARE  
UNWELL, PLEASE  
STAY AT HOME.**

**APPENDIX 4: HAND WASHING SIGNAGE**





**APPENDIX 5: 'CATCH IT, BIN IT, KILL IT' SIGNAGE**

**CATCH  
IT.**



**BIN  
IT.**



**KILL  
IT.**



**APPENDIX 6: CLEANING CHECKLIST**

Contract cleaning:

Are general risk assessments available?	<b>Yes (see site procedures manual).</b>
Are COVID-19 specific risk assessments available?	<b>Yes (see site procedures manual).</b>
Are the products in use proven to be effective against COVID-19?	<b>Yes (see data sheets).</b>
Are the products used in accordance with manufacturer guidance (for example, in respect of contact time)?	<b>Yes (see data sheets).</b>
Are the products correctly diluted?	<b>Yes.</b>
Will cleaners clean all hand contact surfaces on site?	<b>Yes.</b>
Will cleaners have access to appropriate PPE?	<b>Yes.</b>
Will PPE be correctly disposed of?	<b>Yes.</b>
Are arrangements in place for non-disposable or reusable equipment (such as mop heads and cloths)?	<b>Yes (see separate risk assessment for COVID-19 outbreak).</b>
Will cleaners be able to adhere to physical distancing measures?	<b>Yes (cleaners will work zones alone).</b>
Have cleaners received specific COVID-19 training?	<b>Yes (COVID-19 risk assessment has been shared).</b>
Will cleaners be shown how to use PPE correctly?	<b>Yes (cleaning supervisors to oversee).</b>
Will there be specific products for sole use in the isolation room?	<b>Yes.</b>
Are cleaners aware of symptoms to monitor their own health?	<b>Yes.</b>

**APPENDIX 7: WORKFORCE RISK ASSESSMENT**

<b>Title:</b>		<b>Forename:</b>	<b>Surname:</b>
<b>Job title:</b>			
Risk factor		Tick if applicable	Score
Age	50-59		1.0
	60-69		2.0
	70 or over		4.0
Sex at birth	Male		1.0
	Female		0.5
Comorbidity	Cardiovascular disease (including hypertension, previous heart attack or heart failure)		1.3
	Diabetes Type 1 & 2		1.4
	Chronic pulmonary disease (including asthma, COPD, interstitial lung disease - ILD)		1.1
	Chronic kidney disease		1.2
	BAME		1.0
	Obesity (BMI > 30)		1.3
Family history	A member of your immediate family (parent under 70, sibling, child) has been in ITU or died with Covid-19		1.0
		<b>Total score:</b>	

Additional considerations (not included above):

**Risk evaluation (as of September 2020):**

- 0.0-6.9 Low risk (continue current duties with adherence to best infection control practise)
- > 7.0 High risk (consider enhanced PPE and modification of duties)

**APPENDIX 8: FLEXIBLE TIMETABLE**

<b>School fully open</b>	<b>School partially open</b>	<b>School closed</b>
Lesson 1 (A) 0840-0930	Lesson 1 (A) [Half class] 0840-0930	Lesson 1 [Broadcast] 0900-1000
Lesson 2 (B) 0930-1020	Lesson 2 (B) [Half class] 0930-1020	Lesson 2 [Broadcast] 1100-1200
Break 1020-1100	Break 1020-1030	Lesson 3 [Broadcast] 1400-1500
Lesson 3 (C) 1100-1150	Lesson 3 (C) [Half class] 1030-1120	
Lesson 4 (A) 1150-1240	Cross-over time 1120-1220	
Break 1240-1320	Lesson 1 (A) [Half class] 1220-1310	
Lesson 5 (B) 1320-1410	Lesson 2 (B) [Half class] 1310-1400	
Lesson 6 (C) 1410-1500	Break 1400-1410	
	Lesson 3 (C) [Half class] 1410-1500	

## **APPENDIX 9: WEARING A NON-MEDICAL FABRIC FACE COVERING**

### **Do:**

- Clean your hands before touching the covering
- Inspect the covering for damage or if dirty
- Adjust the covering to your face without leaving gaps on the sides
- Cover your mouth, nose and chin
- Avoid touching the covering
- Clean your hands before removing the covering
- Remove the covering by the straps behind the ears or head
- Pull the covering away from your face
- Store the covering in a clean plastic bag if it is not dirty or wet and you plan to re-use it
- Remove the covering by the straps when you take it out of the bag
- Wash the covering in soap or detergent, preferably with hot water at least once a day
- Clean your hands after removing the covering

### **Do not:**

- Do not use a covering that looks damaged
- Do not wear a loose covering (tying a knot at the end of the ear loops will tighten the fit)
- Do not wear the mask under the nose
- Do not remove the covering where there are people within 2 metres
- Do not use a covering that is difficult to breathe through
- Do not wear a dirty or wet covering
- Do not share your mask with others

## **APPENDIX 10: WELLBEING SUPPORT FOR STAFF**

### **Care First**

The 'Care First' employee support programme is designed to help employees with a wide range of work, family and personal issues. The service is free of charge and staff do not need to ask their manager to use Care First. Call 0800 174319 to speak to a professional counsellor or information specialist in confidence.

Care First is available 24 hours a day, 7 days a week, 365 days a year and is accessible by phone or online ([www.carefirst-lifestyle.co.uk](http://www.carefirst-lifestyle.co.uk)).

Note: The school does not know who uses the service unless the individual personally chooses to tell someone about his or her contact with Care First.

### **Employee Counselling Service**

The Employee Counselling Service is adapting to re-focus on delivering proactive support to key workers. Sessions will be delivered in groups of 4-8. They are voluntary and confidential and are aimed at key workers and front line staff.

Groups are designed to facilitate:

- Safe confidential space to off-load worries and frustrations and acknowledge and express feelings.
- De-brief on difficult situations.
- Obtain support, tips, advice and perspectives from other group members and group facilitator.
- Receive tools and tips for self-care.
- Safe space to talk about any difficulties faced at work or at home relating to the Covid-19 pandemic.
- Chance to inform group members of other resources and sources of help (signposting).

Group content will evolve depending upon feedback from group members and what their needs are from the groups.

Groups are voluntary, confidential, safe and supportive in nature. The group sessions aim to offer frontline staff a friendly and calm space in which to share any difficulties arising from their work or home life during this crisis. The group's facilitator can also, if needed, introduce additional tools and strategies to help staff members to manage stress, anxiety and loss, and to help them to look after themselves so that they are in a better place to look after others.

To register an expression of interest, please email [wellbeinggroupsupport@cardiff.gov.uk](mailto:wellbeinggroupsupport@cardiff.gov.uk).

Note: The school does not know who uses the service unless the individual personally chooses to tell someone about his or her contact with the Employee Counselling Service.

## APPENDIX 11: PPE TRAINING GUIDE

### If you are cleaning:

- Exercise good personal hygiene at all times.
- Wash your hands thoroughly with soap for at least twenty seconds before cleaning.
- Wear disposable gloves and apron.
- If there is a risk of splashes to the face while decanting bleach based products, wear eye protection.
- Dispose of PPE immediately after use into normal refuse.
- Wash your hands thoroughly with soap for at least twenty seconds after cleaning.

### If you are providing first aid:

- Exercise good personal hygiene at all times.
- Wash your hands thoroughly with soap for at least twenty seconds before administering first aid.
- Wear disposable gloves, apron and face shield.
- Giving rescue breaths is no longer permitted.
- Dispose of PPE immediately after use into normal refuse.
- Wash your hands thoroughly with soap for at least twenty seconds after administering first aid.

### Note:

- Generally, PPE can be placed in general waste immediately.
- However, all COVID-19 related PPE should be removed, double bagged and left away from general waste for 72 hours in the designated space. After 72 hours, the PPE can be placed in the general waste.



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