West Road
PRIMARY ACADEMY

Brighter Futures
Learning Partnership Trust

OUTBREAK MANAGEMENT PLAN

Date: January 2022

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INTRODUCTION

Introduction

The Government has made it a national priority that education and childcare settings should continue to operate as normally as possible during the COVID-19 pandemic.

Measures affecting education and childcare may be necessary in some circumstances, for example:

- to help manage a COVID-19 outbreak within a setting
- if there is extremely high prevalence of COVID-19 in the community and other measures have failed to reduce transmission
- as part of a package of measures responding to a Variant of Concern (VoC)

This Outbreak Management Plan outlines how Brighter Futures Learning Partnership Trust would operate if any of the additional measures were recommended for our setting or area. This plan includes how Brighter Futures Learning Partnership Trust will ensure every child receives the quantity and quality of education and care to which they are normally entitled.

Brighter Futures Learning Partnership Trust is a multi-academy trust comprising of 7 schools based over 7 sites located in the Doncaster area. Our school cohorts range from 3-18 year olds. The schools currently operated by the Trust are:

- Barnby Dun Primary Academy, Church Road, Doncaster, DN3 1BG
- Dunsville Primary School, Broadway, Doncaster, DN7 4HX
- Kirk Sandall Infant School, Queen Mary Crescent, Doncaster, DN3 1JT
- Kirk Sandall Junior School, Magnolia Close, Doncaster, DN3 1JG
- West Road Primary School, West Road, Doncaster, DN8 4LH
- Hungerhill School (Secondary), Hungerhill Lane, Doncaster, DN3 2JY
- Doncaster UTC, College Road, Doncaster, DN1 3BF

COVID-19 is a rapidly evolving situation for which guidance is being developed at a fast pace and is subject to change with little notice. This plan will be kept under review, particularly sections that provides links to national guidance and other relevant information to support outbreak control.

Guidance

BACKGROUND

The most common symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- New continuous cough
- A high temperature (over 37.8 degrees)
- A loss of, or change in, your normal sense of taste or smell

Mode of transmission

COVID-19 is passed from person to person mainly by large respiratory droplets and direct contact (close unprotected contact, usually less than one metre). These droplets can be directly inhaled by the person or can land on surfaces which another person may touch which can lead to infection if they then touch their nose, mouth or eyes.

Incubation period

The incubation period (i.e., time between exposure to the virus and developing symptoms) is between 1 and 14 days (median 5 days).

When is a person infectious?

A person is thought to be infectious 48 hours before symptoms appear, and up to seven days after they start displaying symptoms.

Can children pass on the infection?

There is some uncertainty about how much asymptomatic or mildly symptomatic children can transmit the disease but the evidence so far from a number of studies suggests children are less likely to pass it on and do not appear to play a major role in transmission. Most children with COVID-19 have caught the infection from adults and not the reverse. This is unlike 'flu.

When one case occurs in educational and childcare settings or provision

The response to a single case has many of the same features as the response to an outbreak and is managed using a preventative approach. Where two cases are linked in time to a setting then this suggests transmission and requires a more active approach.

GUIDANCE

FURTHER ADVICE

This plan should be read alongside the latest guidance for education settings operating during COVID (this is not an exhaustive list, and these documents change frequently so the reader should check they have the most up to date guidance).

- actions for early years and childcare providers during the COVID-19 outbreak
  https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures
- actions for schools during the COVID-19 outbreak
  https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak
- protective measures for holiday and after-school clubs, and other out-of-school settings during the COVID-19 pandemic
  https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak
- guidance for special schools and other specialist settings: COVID-19
  https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings
- Summer schools programme guidance
  https://www.gov.uk/government/publications/summer-schools-programme
- contingency framework: education and childcare settings
  https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings

Prioritising Education

The impacts of having missed education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks.

Decision-makers should endeavour to keep any measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible. Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so. Measures affecting education and childcare settings across an area should not be considered in isolation, but as part of a broader package of measures.

Attendance restrictions should only ever be considered as a last resort. Where measures include attendance restrictions, the Department for Education (DfE) may advise on any groups that should be prioritised. The Government will try to give as much notice as possible of any changes to the way settings should operate.

PRIORITISING CERTAIN YEAR GROUPS

The DfE has stated that early years and primary settings should be "prioritised to continue to operate as normal", although the department "may advise that other groups should be prioritised".

Early Years

If attendance restrictions are needed, vulnerable children and children of critical workers should be allowed to attend.

Primary Schools

If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers should still be allowed to attend.

Secondary Schools

If some attendance restrictions are needed, all vulnerable children and young people, children of critical workers, pupils in years 10, 11, 12 and 13, and other pupils who were due to take external exams this academic year should still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and young people and children of critical workers should still be allowed to attend.

16 to 19 academies

16 to 19 academies should follow the guidance for either sixth forms or FE, according to which type of provision their own provision most closely reflects.

PRIORITISING EDUCATION

LIMITS ON ATTENDANCE

If attendance needs to be restricted further at either phase, vulnerable children and young people and children of critical workers should still be able to attend. Limits on attendance will only ever be considered as a last resort.

As with other periods of restricted attendance, schools within the Brighter Futures Learning Partnership Trust will provide high quality remote education for all pupils or those not attending.

Restrictions on attendance may be advised by local teams for individual settings or clusters of closely linked settings. If attendance restrictions are required across an area, the Government will publish detailed operational guidance for schools.

If restrictions on pupil attendance are needed, Brighter Futures Learning Partnership Trust will determine the workforce required onsite and if it is appropriate for some staff to work remotely.

VULNERABLE CHILDREN AND YOUNG PEOPLE

Where vulnerable children and young people are absent, Brighter Futures Learning Partnership Trust and School Leaders will:

- follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns
- encourage the child or young person to attend educational provision, working with the local authority and social worker (where applicable), particularly where the social worker and the Virtual School Head (where applicable) agrees that the child or young person's attendance would be appropriate
- focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home
- have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so

If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.

Outbreak Management Plan

This Outbreak Management Plan outlines how Brighter Futures Learning Partnership Trust would operate if any of additional measures were recommended for the school sites from national guidance due to a Variant of Concern or extended lockdown measures.

THRESHOLDS

As per the Government document "Contingency Framework: education and childcare settings", the activation point for the Outbreak Management Plan will be whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely and test positive for COVID-19 within a 10-day period
- 10% of children, pupils, students or staff who are likely to hve mixed closely and test positive for COVID-19 within a 10-day period.

For special schools, residential settings and settings that operate with 20 or fewer children, pupils, students and staff at any one time:

- 2 children, pupils, students and staff, who are likely to have mixed closely and test positive for COVID-19 within a 10-day period.

ROLES AND RESPONSIBILITIES

Each school will appoint a designated Single Point of Contact (SPOC). The implementation of the management plan will also be overseen by a designated person at Trust level. These persons are:

- CENTRAL TRUST – Helen Redford-Hernandez, Chief Executive Officer
- Barnby Dun Primary Academy – Claire Robinson, Headteacher
- Dunsville Primary School – Vicky Wilson, Headteacher
- Kirk Sandall Infant School – Nina Brannon, Headteacher
- Kirk Sandall Junior School – Kathy Thompson, Headteacher
- West Road Primary School – Kathy Thompson, Executive Headteacher
- Hungerhill School - Lucie Pond, Headteacher
- Doncaster UTC – Gareth Rawson, Principal

OUTBREAK MANAGEMENT PLAN

LEVEL 0 – MEASURES ALREADY IN PLACE

In accordance with the latest guidance the schools will implement:

- Twice weekly LFT home testing for staff.
- Isolation for positive cases and contacts (who are 18+ and not fully vaccinated), in line with national guidance.
- If any pupil or employee tests positive for COVID-19, the rest of their group will be advised to take a LFD test every day for 7 days and continue to attend as normal, unless they have a positive test result.
- PCR testing for contacts of positive cases, as advised by Track and Trace.
- Good hygiene practices for everyone.
- Appropriate cleaning regimes.
- Keeping occupied spaces well ventilated.
- Strong messages around signs and symptoms, isolation advice and testing.
- Appropriate use of PPE.

LEVEL 1 – 5 LINKED CASES (OR 10% THRESHOLD MET)

As positive rates increase, the schools will implement the following:

- Review and reinforce the testing, hygiene and ventilation measures that are already in place.
- Send out a warn and inform letter to the specific group (e.g., class, year group, common activity group).
- Review the current risk assessment and consider:
    - Whether any activities could take place outdoors, including exercise, assemblies, or classes.
    - Ways to improve ventilation indoors, where this would not significantly impact thermal comfort.
    - One-off enhanced cleaning focussing on touch points and shared equipment
    - Preventing outbreak group mixing with other groups in indoor settings (e.g., no attendance at assemblies, use the library at separate times from other groups, sit separate in the lunch hall)
    - Social distancing for staff contacts
    - Adding additional controls for any at-risk staff or students (e.g., social distancing, face coverings).

The school may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.

LEVEL 2 – THRESHOLD HAS BEEN EXCEEED AND THERE IS CONCERN

If DfE / LA or Health Protection Team judges that additional action should be taken as transmission is likely to be occurring in the setting, the following should be considered / implemented. This should be a proportionate approach depending on the individual situation. The Schools will implement step 1 under each heading before considering the further steps in order, unless the situation calls for a stronger approach.

Testing

1. Strengthened communications to encourage pupils / students / parents to undertake twice weekly asymptomatic home testing and reporting.
2. Reinstate on-site rapid LFD testing in secondary schools / colleges for a two-week period to encourage update of twice weekly testing (especially where uptake of LFT is known to be low, this could be considered for well-defined cohort e.g., specific year or close contact group only).
3. Increased frequency of testing for Secondary schools / colleges (LFT testing advised to be undertaken every day for defined groups for 5 days).
4. Recommend one-off PCR testing for a defined group (e.g., close contacts or class, or year group).

Social Distancing / Reduced Mixing

1. Promoting social distancing and reduced crowding around school particularly for affected groups (e.g., moving to online assemblies / worship, social distancing and minimising pinch points throughout the day, one-way systems).
2. Reduced meetings / contacts by staff (e.g., remote meetings, social distancing wherever possible and practicable).
3. Introduce methods to reduce mixing between groups in outdoor settings (e.g., staggered entry, bubbled outdoor play, staggered pick up / drop off)
4. Temporary limits to residential educational visits, open data, transition or taster days, parental attendance in setting, live performances in settings.

Enhanced Communication

1. Sending out a wider communication (e.g., whole year group or setting if deemed beneficial, or in periods of low community transmission and high school transmission).

Face Coverings

1. Temporary reintroduction of face coverings in communal / public areas around schools (staff, visitors and secondary students).
2. Temporary reintroduction of face coverings for staff in classrooms, as well as communal / public areas where 2m distancing is not maintained.
3. Temporary reintroduction of face coverings in classrooms, for pupils, students, staff and visitors.

Children of primary school age and early years children should not be advised to wear face coverings. The implementation of face coverings should be for two weeks in the first instance, pending regular review. The educational and well-being drawbacks in the use of face coverings should be balanced.

LEVEL 3 – EXTREME CASES OR IN RESPONSE TO GOVERNMENT ADVICE

Where recommended measures have not broken chains of infection, or in response to government advice around a dangerous variant, or in response to a need to reduce local pressure on the NHS, the schools will follow advice received in collaboration with Public Health England. This may involve:

Attendance Restrictions

This will only be considered as a short-term measure and as a last resort. In all circumstances, priority will continue to be given to vulnerable children and young people, and children of critical workers to attend to their normal timetables.

Reintroduction of Shielding

This can only be reinstated on receipt of specific Government advice only.

STEPPING DOWN INTERVENTIONS

Additional controls will be removed in a stepwise manner 10 days after the last confirmed case of COVID-19 in a defined group, e.g., the last confirmed case in a class. The aim of this is to return to a position where the school is operating as normally as possible.

The local situation will be taken into account, including national and local case numbers, when stepping down measures. This may delay the removal of additional controls at the school's discretion.

Support Plans

COVID-19 RISK ASSESSMENT

Brighter Futures Learning Partnership Trust continues to update site specific COVID-19 Risk Assessments in line with national guidance. COVID-19 Risk Assessments are updated in consultation with school leaders and uploaded regularly to school websites.

COVID-19 Risk Assessments will be updated in the event of:

- Changes to National Guidance
- Updates on COVID-19 Roadmap
- Local outbreaks
- School Related Outbreaks
- Variants of Concern

TESTING

Brighter Futures Learning Partnership Trust is prepared for the reintroduction of Asymptomatic Testing Sites (ATS). These measures may be advised:

- for an individual setting or a small cluster of settings only, by Directors of Public Health as part of their responsibilities in outbreak management. In most cases a “cluster” will be no more than 3 or 4 settings linked in the same outbreak
- for settings across areas that have been offered an enhanced response package, where settings and Directors of Public Health decide it is appropriate

Dedicated Testing Sites

Brighter Futures Learning Partnership Trust will establish which schools might be required to establish dedicated testing sites following national guidance and previous guidance from Schools, Colleges Testing Handbook V3.7.

Schools within the Brighter Futures Learning Partnership Trust for which dedicated testing sites are applicable will reintroduce specific roles to support testing. These roles were identified in the Schools, Colleges Testing Handbook V3.7 and used on sites in January 2021. Refresher training for staff will be made available if required.

Each test site will ensure that they remain well stocked so that they can mobilise their test centre if required.

Brighter Futures Learning Partnership Trust and School Leaders will ensure that ATS does not negatively impact on the education provided to students.

SUPPORT PLANS

Home Testing

Schools will continue to provide testing kits to staff and pupils twice a week and encourage their use. Additional use of home testing by staff and pupils may be advised and will be encouraged by schools. Evidence of negative test results may be requested for access to school sites for events such as taster days and school proms.

All schools will ensure that they remain well stocked with LFD tests in case there is a requirement to increase home testing.

FACE COVERINGS

Brighter Futures Learning Partnership Trust will introduce the use of face masks in schools for staff in all communal areas on activation of this plan. Face masks for pupils will be worn in communal areas and classrooms for pupils of secondary school age as appropriate.

COVID-19 Risk Assessments will be updated in line with guidance and parents/carers will be informed of the reintroduction of face coverings.

Site Managers will ensure that schools have sufficient stock of PPE including face masks.

The School COVID-19 Risk Assessments still state that all visitors to school sites including parents and contractors are to wear face coverings at all times.

SHIELDING

Shielding is currently paused. In the event of a major outbreak or Variant of Concern that poses a significant risk to individuals on the Shielded Patient List (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account.

Risk Assessments will be updated to include shielding and Brighter Futures Learning Partnership Trust will support individuals with remote working if required. If the shielded person is a pupil, then the remote learning plan would be implemented.

Please note: Shielding can only be reintroduced by National Government.

SAFEGUARDING

It is expected that all schools have a DSL on site, if this is not possible a senior leader will take on the responsibility for coordinating safeguarding and remote support will be given by the Central Trust.

Wellbeing calls will be made regularly (in line with individual pupil risk assessments) to ensure that pupils are safe and well at home.

SUPPORT PLANS

MEALS

Brighter Futures Learning Partnership Trust will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.

Brighter Futures Learning Partnership Trust will continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they:

- are self-isolating
- have had symptoms or a positive test result themselves
- are a close contact of someone who has COVID-19

Further information is available in the guidance on providing school meals during the COVID-19 pandemic. Brighter Futures Learning Partnership Trust will continue to support pupils who are eligible for, and usually receive, free meals even if pupils are studying remotely due to COVID-19.

IT ACCESS

As part of the school remote learning plan, details will be held of who requires a device to be provided. These will be available to be collected from school or, if there is prior warning, they will be distributed prior to class/school closures.

Part of the wellbeing calls will be to monitor this provision and pupil access to the remote learning so that support can be given as required.

TRANSPORT

Transport services to education settings should continue to be provided as normal where children are attending education settings.

Brighter Futures Learning Partnership Trust will encourage children and families to walk, scoot or cycle to school.

On activation of this plan, children / adults on dedicated school transport may be directed to wear face coverings.

COMMUNICATION

Brighter Futures Learning Partnership Trust will ensure that all plans that would involve imposed restriction will be communicated to all staff members and parents. This will include information on:

- Opening arrangements
- Access for specific targeted groups where applicable, such as certain year groups, vulnerable pupils and children of critical workers.

SUPPORT PLANS

- Any reviews of the school's protective measures as part of the school's risk assessment.
- Arrangements for remote working.

Other Measures

RESIDENTIAL EDUCATIONAL VISITS

Risk Assessments for trips include COVID-19 procedures and are updated following national guidance.

Educational Day Visits were able to resume from 12th April 2021. Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations and a full risk assessment in relation to all educational visits must be undertaken to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. School Leaders should consult the health and safety guidance on educational visits when considering visits.

Educational Day Visits will be reviewed and potentially postponed in the event of activation of this plan. School leaders must discuss this with Central Trust before any decision is made.

Domestic Residential Educational Visits can be undertaken from 17th May 2021. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations and risk assessments should be undertaken.

Domestic Residential Educational Visits will be reviewed and potentially postponed in the event of activation of this plan. School leaders must discuss this with Central Trust before any decision is made.

International Visits: The Government has now published red, amber and green list rules for entering England. Given the complexities attached to international travel at this stage of the pandemic, the Government recommends schools do not go on any international visits this academic year up to and including 5th September 2021. The position beyond 5th September 2021 will be reviewed again in advance of Step 4.

International Visits will be reviewed and potentially postponed in the event of activation of this plan. School leaders must discuss this with Central Trust before any decision is made.

OPEN DAYS

In the event of activation of this plan, transitional, taster and open days will be managed through the completion of a thorough risk assessment in line with agreed system of controls and align with the advice contained from the Government roadmap out of lockdown.

Open days will be reviewed and potentially postponed/cancelled in the event of activation of this plan.

In the event of cancellation, remote transitional, taster and open days will be managed by school leaders.

Individual site risk assessments will be completed and will include:

- parents/carers will be asked to produce a negative COVID-19 test before entry to site

OTHER MEASURES

- separate entry and exit points to school
- minimum number of participants (if any)
- All visitors to wear face coverings and regularly wash/sanitise hands

PARENTAL ATTENDANCE IN SETTINGS

In the event of activation of this plan, parents/carers will be advised to limit their access to site as much as possible.

- Parents/carers or visitors permitted on school site by invitation only and must have an arranged appointment.
- Visitors will be collected from reception as soon as possible to avoid unnecessary waiting.
- All visitors will be expected to wear a face covering and will be informed of this when a meeting is booked. This can be removed in the venue for the meeting if social distancing is possible.
- Where possible conversations with parents/carers staff will be either over the phone or via the school's post-box email address.
- Parents/carers will not be permitted to attend school fixtures such as football matches etc.

PERFORMANCES IN SETTINGS

If the school is planning an indoor or outdoor face-to-face performance in front of a live audience, staff should continue to follow the latest performing arts guidance, and the guidance on delivering outdoor events.

Performances will be reviewed and potentially postponed/cancelled in the event of activation of this plan.

EVENTS AND PROMS

Outdoor events are generally lower risk. Once the school have undertaken a risk assessment and planned the event in line with the system of controls, the school may consider an outdoor event (for example a leavers' celebration or prom) that caters for more than one bubble or consistent group, as long as the groups continue to be kept separate.

Events and Proms will be reviewed and potentially postponed/cancelled in the event of activation of this plan.

Local authorities, Directors of Public Health (DsPH) and PHE Health Protection Teams (HPTs) may recommend precautions in one setting, a cluster of settings, or across an entire area.

SUMMER SCHOOLS (DELIVERED UNDER DFE'S SUMMER SCHOOL FUNDING SCHEME)

In most circumstances, children should be allowed to attend summer schools as planned. Facilities and activities should reflect any local or national restrictions.

OTHER MEASURES

If attendance restrictions are needed as a last resort, the academic element of the programme may need to be delivered remotely.

Children should still also be allowed to attend holiday activities and food programme provision "in most circumstances". However, if Brighter Futures Learning Partnership Trust and School Leaders decide not to hold face-to-face holiday clubs as a result of COVID-19, for example if they are cancelled following Government advice, schools will operate flexibly to ensure that eligible children still receive support that meets the aims of the programme.

OUT-OF-SCHOOL SETTINGS AND WRAPAROUND CHILDCARE

If attendance restrictions are needed, vulnerable children and young people should be allowed to attend. For all other children, parents and carers should only be allowed to access these providers for face-to-face provision for their children for a limited set of essential purposes, such as to allow them to go to or seek work, attend a medical appointment, or undertake education and training.

Restrictions on attendance may need to vary depending on whether provision will be operating during school term-time and/or school holidays, when schools are otherwise closed to ensure sufficient childcare provision remains available to those that need it most. Therefore, the advice outlined above could be subject to change.

Further advice will be provided should this be the case. In the meantime, providers should continue to refer to guidance on protective measures for holiday, after school clubs and other out-of-school settings for children during the coronavirus (COVID-19) pandemic.

CLEANING

Brighter Futures Learning Partnership Trust continues to follow robust cleaning regimes in schools such as:

- Additional COVID-19 Response Cleaners
- Enhanced cleaning of school sites
- Enhance Touch-Point cleaning processes

Following the identification of the person with COVID-19 symptoms, COVID-19 Response Cleaners will clean and disinfect:

- All surfaces that the symptomatic person has come into contact with, including objects which are visibly contaminated with body fluids; and
- All potentially contaminated high-contact areas such as toilets, door handles, telephones, grab-rails in corridors and stairwells

16.3 In the event of a Variant of Concern or local outbreak cleaning will enhanced further:

- Deep cleans of whole school and specific areas
- Additional cleaning support

OTHER MEASURES

- Additional training of cleaners

WASTE

Brighter Futures Learning Partnership Trust continues to manage effective waste management on school sites.

All waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues), should be:

- Put in a plastic rubbish bag and tied when full. That plastic bag should then be placed in a second bin bag and tied.
- Stored safely and kept away from children. Waste should not be put in communal waste areas for at least 72 hours. It can then be disposed of normally.

INFECTION PREVENTION AND CONTROL PRECAUTIONS

Infection prevention and control precautions continues to be implemented including:

- Good hand hygiene before entering and after leaving the setting, as well as regularly throughout the day.
- Ensuring that everyone (staff and pupils) catch coughs and sneezes in tissues. If a tissue is not available, then the crook of the elbow should be used rather than hands.
- Dispose of tissues promptly in a waste bin and then perform hand hygiene.

COMPANY INFORMATION

Company Information

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