# Coronavirus Health and Safety Checklist

**Implementing protective measures for out of school settings.**

## This checklist has been developed in conjunction with Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak and will help out-of-school settings carry out risk assessments.

## Providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of school provision for children can operate over the summer holiday, subject to the science and with safety measures in place.

## <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?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>

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| **Buildings**  | **Tick if considered and complete** |
| **Measures to take*** Has the school confirmed that all statutory compliance checks have been completed and the building is safe to open
* Reviewed fire alarm procedures, for example assembly points. Staff are trained in fire procedures.
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| **Indoor and Outdoor Provision** |
| **Measures to take*** identified how many pupils will be attending the provision
* planned how children of critical workers and vulnerable children will be accommodated
* agreed what support is available for vulnerable and/or disadvantaged children
* agreed what safeguarding provision is needed
* updated behaviour policies to reflect the new rules and routines
* decided on the content and timing of staff communication
* options available if staffing levels can’t be maintained
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| * identified what staff can return to work
* agreed flexible working arrangements needed to support any changes to your usual patterns
* staff workload expectations agreed
* what staff training is needed to implement any changes the out of plans make (e.g. risk management, curriculum, behaviour, safeguarding
* measures in place to check on staff well being
* planned the likely mental health, pastoral or wider wellbeing support for children returning to school (e.g. bereavement support)
* identified and planning to support high needs groups, including children with SEND, vulnerable children and disadvantaged children [https://www.gov.uk/government/publications/coronavirus- covid-19-guidance-on-vulnerable-children-and-young-people](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people))
* agreed the approach to any scheduled or ongoing building works
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| **Group Sizes and Attendance** |
| **Measures to take*** No more than 15 children per small group with one member of staff
* Considered the size and/or layout of the setting
* Ability of children in attendance to maintain social distancing
* Considered the age of the children in your groups
* Considered the nature of the activity; static classroom or activity that requires a range of movement.
* Children are assigned to a group and stay in those consistent groups for future sessions
* Have you considered how to manage “bubbles” including consideration of school “bubbles”
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| * Considered area dividers to keep children in different parts of the room
* Considered floor markings to help assist staff keeping groups apart
* Communal areas being managed to limit the amount of mixing between groups as much as possible
* Identified staff who cannot return to out of school setting at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (e.g. supporting remote education) ([https://www.gov.uk/government/publications/guidance-on- shielding-and-protecting-extremely-vulnerable-persons-from- covid-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19))
* Identified children who have been classed as clinically extremely vulnerable due to pre-existing medical conditions who have been advised to shield in the past. And are supported at home as much as possible

Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Parents should follow medical advice if their child is in this category.* Depending on medical advice these children should be identified and supported to be in school or learning at home depending on the medical advice.
* Agreed any flexible working arrangements needed to support any changes to your usual patterns (e.g. staggered start/end times)
* Vulnerable children and children of critical workers in other year groups should be also be spilt into small groups or no more than 15.
* Identified anyone over 28 weeks pregnant and followed The Royal College of Obstetrics and Gynaecology (RCOG) has published [occupational health advice for employers and pregnant women](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/).
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| * Desks spaced as far apart as possible
* Rearrange classrooms with sitting positions 2 metres apart
* Identify which parts of the school you’ll be using and close off

unused parts, to reduce the amount of cleaning needed. |  |
| **Timetable** |
| **Measures to take*** Refresh timetable
* Decide which activities will be delivered
* Considered which activities could take place outdoors
* Keep pupils at their desks, away from each other, for as much of the day as you can, ideally 2 metres (3 steps apart)
* Risk assess options for delivering music, dance and drama lessons, For guidance use DCMS [working safely during coronavirus (COVID-19): performing arts.](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts)
* Consider what physical activity to include and how
	+ Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.
	+ Conduct outdoors where possible.
	+ maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.

Settings should refer to the following guidance:* [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grassroot sport
* advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools)
* guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](https://www.swimming.org/swimengland/pool-return-guidance-documents/)
* [using changing rooms safely](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities#section-6-4)
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| **Travel** |
| **Measures to take*** Encourage parents and children and young people to walk or cycle to their education setting where possible
* Reduce travel any unnecessary travel on coaches, buses or public transport where possible
* Stagger the beginning and end of the school day, so not all pupils enter and leave school at the same time using the same entrances and exits.
* Discourage parents picking up their children from gathering at the school gates
* Planned parents drop off and pick up protocols to minimise adult to adult contact
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| **During the day** |
| **Measures to take*** Decided which lessons or activities can be delivered and are risk assessed in light of coronavirus
* Children and young people are always in the same small groups each day
* Different groups are not mixed during the days, or on subsequent days
* The same member of staff and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days
* Can rooms be accessed directly from the outside
* Considered a one- way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors (ensure fire risk assessment has been reviewed to ensure fire exit routes have not been comprised)
* Stagger break times to ensure that all children are not moving around the setting at the same time to ensure that any corridors or circulation routes used have a limited numbers of pupils using them at any time
* Stagger lunch times so fewer children are eating in the same area at once; if this cannot be achieved, children should be brought their lunch to their classrooms

If parents are coming to the setting to pick up free school meals:* Stagger pick-up times so they’re not all coming in at once
* If there’ll be a queue, set out 2-metre markers on the ground for them to stand on – use tapes or cones
* Make soap and water or alcohol-based hand sanitiser available to them as they pick up the meal

If you can, avoid letting parents into your setting, consider whether you can deliver the meal packages or take them outside to parents.* Do you have additional support in place for children and young people to support them understanding the safety measures e.g. routes round the setting marked in braille or other meaningful symbols, and social stories to support them in understanding how to follow rules)
* Ensured toilets do not become crowded by limiting the number of children, young people, staff who use the toilet facilities at one time
* Stagger drop off and collection times
* Cleaning regime in place to ensure play equipment used is appropriately cleaned between groups of children using it
* Multiple groups do not use play equipment simultaneously
* Removed soft furnishings e.g. pillows, bean bags and rugs, soft toys and toys that are hard to clean (those with intricate parts)
* Outdoor play equipment should not be used unless you can ensure it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Ref to COVID 19 cleaning of non-health care settings ([https://www.gov.uk/government/publications/covid- 19-decontamination-in-non-healthcare-settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings))
* Can you use outside space for the following; Exercise and breaks

For outdoor education* Can you use halls, dining areas, internal and external sports facilities for lunch and exercise for half capacity.
* Can you limit the occupancy level for staff rooms and office staff
* If you have lifts within your school, restrict access to one person using at a time, giving priority to users with mobility needs.
* Limited the amount of shared resources that are taken home
* Limited the exchange of take home resources between children, young people and staff
* Can you prevent the sharing of stationary and other equipment where possible, if not materials and surfaces should be cleaned and disinfected more frequently
* Practical activities – can equipment be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts
* Risk assessment in place for those children who may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines. This should include limiting the number of children in each group and reducing this to provide more space in each classroom or learning area.
* **Contractors and visitors, do you have this in place;**
	+ guidance detailing social distancing and hygiene in place and explained to them on or before arrival with signage, visual aids and before arrival for example by phone, website or by email
	+ Limiting the number of visitors at any one time
	+ Limiting visitor times to a specific time window and restricting access to required visitors only
	+ Reviewed entry and exit routes to minimise contact with other people
	+ Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people for example, carrying out services at night.
	+ Revising visitor arrangements to ensure social distancing and hygiene e.g. cleaning pens, screens when signing in if they are being shared
	+ Considered instances where other suppliers and contractors may be in the setting, for example cleaners and site maintenance and how physical distancing and hygiene measures will be put in place and communicated.

Considered a monitoring system and contingency plan to minimise the impact of shortages of supplies and workforce. |  |
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| **Protection and control of infections** |
| **Measures to take*** Staff and children who are unwell and have coronavirus symptoms, or who have someone in their household, does not attend your setting
* Make sure everyone is washing their hands with soap and water for at least 20 seconds across the school day ([https://www.gov.uk/guidance/coronavirus-covid-19- information-for-the-public](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public)) , particularly;
* After coming into school
* Before and after handling or eating food
* After sneezing or coughing
* After going to the toilet
* Before and after staff hand out food packages, if that’s how you’re organising free school meals
* Alcohol hand rub or sanitiser available if a sink is not nearby
* Pupils and staff use tissues to catch sneezes and coughs and binning them afterwards, or using their elbow if they don’t have a tissue available and hands washed after binning tissue
* Encouraged not to touch their mouth, eyes and nose
* Help is available for children and young people who have trouble cleaning their hands independently
* Have you considered the use of paper towels rather than using hand dryers? This is a recommendation.
* Encourage young children to learn and practise these habits through games, songs and repetition
* Bins for tissues are emptied throughout the day
* Ability to prop doors open, where safe to do so (bearing in mind fire safety and safeguarding) to limit use of door handles and aid ventilation
* When possible, open windows to increase air flow and ventilation
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| **Personal Protective Equipment** |
| **Measures to take**Wearing a face covering of face mask in out of school settings or other education settings is not recommended.The majority of staff in out of school settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:* Children, young people and students whose care routinely already involves the use of PPE due to their intimate care, changing nappies and caring for babies should continue to receive their care in the same way, provided the child is not showing symptoms of coronavirus. This includes continuing to use the PPE you would normally wear in these situations, for example aprons and gloves.
* If a child is shows symptoms, they should not attend a childcare setting and should be at home.

Please see the flowcharts at end of document to determine the PPE you will require;* Can use your local supply chain to obtain PPE or;
* Source PPE and cleaning products through The Crown Commerical Service (CCS) ‘Safer Working Supplies’ Portal (<https://www.crowncommercial.gov.uk/covid-19/covid-19-buyer-information/safer-working-supplies/>).
* Where this is not possible, and there is an urgent need for PPE in order to operate safely, you may approach the ppe@slough.gov.uk (refer to flowchart)
* When wearing PPE, ensure staff adhere to correct procedures on putting on and taking off PPE. Photo instructions found here: [https://www.gov.uk/government/publications/covid-19-personal- protective-equipment-use-for-non-aerosol-generating-procedures](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures)
* Used PPE and any other waste generated from the care of a possible or confirmed COVID-19 case should be disposed of in double sealed plastic waste bags, stored in a secure place for 72 hours, then put into normal waste collection service. PPE used when in contact with non-symptomatic pupils should be disposed of immediately in your clinical waste provisions.
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| **General Safety** |
| **Measures to take*** Appropriate staff child ratios for your setting
* Do you have at least one person with up to date Designated Safeguarding lead (DSL) training available to work
* A deputy DSL to cover in the event of the DSL being unwell or unavailable
* Caretaker/cleaning staff available to work
* Volunteers supervised and under no circumstances left unsupervised if checks have not been carried out
* Do you have enough trained first aiders
* Will you have enough fire wardens
* Fire drills to be conducted to ensure social distancing at assembly point
* Updated all risk assessments and procedures to reflect the new measures and communicated these to staff
* Identified medication requirements for pupils, checked medication is in date and ensured if it is available
* Work on school being conducted and managed. Can it be delayed or carried out, out of hours?
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| **Member of staff or child becomes unwell** |
| **Measures to take*** If anyone becomes unwell with a new, continuous cough or a high temperature they must be sent home and advised to self-isolate for 10 days and arrange to have a test to see if they Covid 19. This can be done by visiting NHS.UK (<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus>) to arrange or contact NHS 119 via telephone.

Fellow household members should self-isolate for 14 days.Ensure you follow the procedures for both negative and positive tests([https://www.gov.uk/government/publications/covid-19-stay-at- home-guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))* Settings do not need to take children’s temperatures every morning or throughout the day. Public Health England’s guidance is that routine testing of an individual’s temperature is not a reliable method of identifying coronavirus.
* Identified a room for a sick child until parents come to collect them, ideally with:
* A door you can close
* A window you can open for ventilation
* A separate bathroom that can use (either attached to the room or nearby)
* The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
* PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) Refer to PPE Flowchart 038A.
* Call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital

Make sure staff in school know that they should:* Move pupils to this room if they are sick
* Wash their hands for 20 seconds after making contact with the ill pupil
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| Make sure you know:* How to get in touch with the parents of children at school if they need to pick their child up
* If you need to contact social workers if the pupil is a vulnerable child
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| **What happens if there is a confirmed case of coronavirus** |
| **Measures to take**When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 10 days. Their fellow household members should self isolate for 14 days.All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested. Please contact <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus>) to arrange or contact NHS 119 via telephone.**Please ensure you follow the procedures on the FLOW CHART 038C** |  |
| **Child, young person or staff member tests negative** |
| **Measures to take*** Child, young person or staff member can return to school and their fellow household members can end their self isolation.
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| **Child, young person or staff member tests positive** |
| **Measures to take*** The rest of their class or group within the education setting should be sent home and advised to self-isolate for 14 days.
* The other household members of that wider class or group do not need to self isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.
* **Refer to Cleaning if there’s been a suspected case in school**

**(below)** |  |
| **Manage confirmed cases of coronavirus (COVID-19)** |
| You must take swift action when you become aware that someone who has attended your setting is tested positive for coronavirus (COVID-19). You should contact the local health protection team and the DfE where appropriate. This team will also contact you directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended your setting – as identified by NHS Test and Trace.The health protection team will work with you in this situation to guide you through the actions you need to take. Based on the advice from the health protection team, you must send home those people who have been in close contact with the person who has tested positive, advising them 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 an infected individual 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 to 2 metres for more than 15 minutes) with an infected individual
* travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home.Please refer to:* [PHE flowchart](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-initial-investigation-of-possible-cases) and
* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/918924/Symptomtic\_children\_action\_list\_SCHOOLS\_FINAL\_17-09.pdf

All cases should be notified to DfE, [CV19notifications@slough.gov.uk](file:///C%3A%5CUsers%5CVSwift%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSA8O8FJJ%5CCV19notifications%40slough.gov.uk)And healthandsafety@slough.gov.uk  |  |
| **Contain any outbreak by following local health protection team advice** |
| If your setting have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak, and must continue to work with your local health protection team and DfE who will be able to advise if additional action is required.Please refer to the [PHE flowchart](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-initial-investigation-of-possible-cases) and SBC FLOWCHART 038C PHE Suspected and Confirmed COVID Cases All cases should be notified to [CV19notifications@slough.gov.uk](file:///C%3A%5CUsers%5CVSwift%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSA8O8FJJ%5CCV19notifications%40slough.gov.uk) |  |

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| **Daily Cleaning** |
| **Measures to take**Have you got standard cleaning products such as detergents and bleach to disinfect touched objects and surfaces including;* Classroom desks and tables
* Bathroom facilities (including taps and flush buttons)
* Food preparation areas
* Dining areas
* Table coverings
* Door and window handles
* Furniture
* Light switches
* Reception desks
* Teaching and learning aids
* Computer equipment (including keyboards and mouse)
* Sports equipment
* Toys
* Books
* Telephones
* Fingerprint scanners
* Can you remove rubbish daily and dispose of it safely

Laundered items e.g. towels, flannels and bedding is washed in line with guidance on cleaning in non-healthcare settings [https://www.gov.uk/government/publications/covid-19- decontamination-in-non-healthcare-settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |  |

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| **Cleaning if there’s been a suspected case in out-of-school setting** |
| **Measures to take**Clean and disinfect surfaces the person has come into contact with, including;* Objects which are visibly contaminated with body fluids
* All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors and stairwells)

When cleaning hard surfaces and sanitary fittings, use either:* Disposable cloths, or
* Paper rolls and disposable mop heads When cleaning and disinfecting, use either:
* A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine
* A household detergent, followed by a disinfectant with the same solution as above
* An alternative disinfectant used in school, check and ensure it is effective against enveloped viruses
* Avoid creating splashes and spray when cleaning Can make sure all cleaning staff:
* Wear disposable gloves and apron
* Wash their hands with soap and water once they remove their gloves and apron

If there’s a higher level of contamination (e.g. the individual has slept somewhere) or there’s visible contamination with body fluids, you might need to provide cleaning staff with a surgical mask or full face visor.Contact Corporate Health and Safety for advice.* Wash any possibly contaminated fabric items, like curtains and beddings, in a washing machine.
* Clean and disinfect anything used for transporting these items with standard cleaning products.
* Launder any possibly contaminated items on the hottest temperature the fabric will tolerate.
* If items can’t be cleaned using detergents or laundering (e.g.

upholstered furniture), use steam cleaning.* Dispose of any items that are heavily soiled or contaminated with bodily fluids.
* Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths and mop heads) in a plastic rubbish bag and tie when full.
* Place these bags in a suitable and secure place away from children and mark from storage.

Wait until you know the test results to take the waste out of storage.* If the individual tests negative, put the bags in with the normal waste.
* If the individual tests positive, then you’ll need a safe and secure place (away from children) where you can store waste for 72 hours.

If you don’t have a secure place, you’ll need to arrange a collection for ‘category B’ infectious waste from either your:* Local waste collection authority (if they currently collect your waste)
* Or, by specialist clinical waste contractor
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| **Playgrounds** |
| **Measures to take**Can social distancing be maintained by* Limiting the numbers
* Providing timeslots for use
* Limit seats or number of swings to maintain social distancing
* Setting time limits
* Setting an area to queue
* For outdoor gyms introduce a one way system
* Ensure outdoor gym equipment are 2m apart or 1m with mitigation

Ensure regular cleaning of high touch point areas;-* playground equipment for children, usually up to age 14, such as slides monkey bars and climbing frames
* semi enclosed playhouses or huts for small children
* enclosed crawl through ‘tunnels’ or tube slides
* exercise bars and machine handles on outdoor gym equipment
* entry and exit points such as gates
* seating areas such as benches and picnic tables
* refuse areas/bins
* use signs and posters
* provide hand sanitiser gel
* Advise children not to touch their faces, and to cough or sneeze into a tissue or arm when a tissue is not available
* remind children not to put their mouths on equipment or their hands in their mouths
* promote and remind users and staff of the need for social distancing
* when communicating safety messages you should ensure you are able to reach those with hearing or vision impairments. Consideration should also be given on how to assist those with disabilities with complying with the changes
* where practicable, providing hand sanitiser (automated where possible) or hand washing facilities at the entry and exit points

Consider children with additional needs. Issues likely to be specific to this group include:* an understanding that many need frequent reminders about rules of behaviour in playground settings
* changes to familiar environments are likely to require longer periods of adjustment
* children with physical and sensory disabilities may need assistance with moving from one place to the next
* some children with additional needs such as autism find it difficult to adjust to particular clothing requirements, and therefore may be less willing to use face coverings or similar if requested
* some additional needs are not evident, such as hearing loss, and may therefore account for non-responsiveness to verbal instruction
* queuing for apparatus or toilets can be a source of frustration, and the cause of agitation
* at higher risk of being involved in bullying incidents

Keep staff safe. Staff roles may include:* cleaning playground equipment/surrounding areas
* managing queues of those waiting to use equipment
* stewarding equipment to ensure users comply with rules made by the owner/operator
* Face coverings should only be considered based upon the risk assessment conducted
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