****FORM 038C COVID

Issue 4

Date: 15.9. 2020

**Implementing protective measures in education and childcare settings– Full Opening.**

**Coronavirus Health and Safety Checklist**

This checklist has been developed in conjunction with Implementing Protective Measures in Education and Childcare Settings.

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

Schools should only welcome pupils back if they are able to follow all of the control measures that are proportionate to the number of staff and pupils in the building.

|  |  |
| --- | --- |
| **Buildings** | ✓ |
| **Measures to take**   * Have you completed your FLASH audit and returned to Corporate Health & Safety to ensure all your statutory compliance checks have been completed and the building is safe to open * Have you consulted Property Services or your own water treatment contractor and received your own risk assessment with a course of action * Reviewed fire alarm procedures, for example assembly points. Staff are trained in fire procedures. * Have you conducted pre-term building checks * Reviewed and updated your risk assessment based upon the government revised guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools |  |
| **Planning for return to school** | |
| **Measures to take**   * identified how many pupils will return to school (SEN children may still be on phased return or home schooling) * Identified class or year group bubbles to minimise contact * Identify measures to limit interaction, sharing of rooms and social spaces between groups as much as possible * identified who are clinically vulnerable and have arrangements in place if there is a national or local lockdown. * Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This includes   + Communication to parents   + Identifying those reluctant or anxious   + use the additional catch-up funding schools will receive   + work closely with other professionals as appropriate to support the return to school * planned the content and timing of communication to parents * do you have enough teachers/staff if some staff are removed due to the need to self isolate * **Early years** – consider the impact of staff availability and their qualification levels on staff to child ratios and on other relevant provisions in the statutory framework for the EYFS. * **Early years –** have you referred to early years foundation stage framework 2 to continue to provide an environment that invites learning across all 7 areas as far as is practicable during this time. * **Early years** – considered how to encourage children to learn and practise these habits through games, songs and repetition.   Useful resources Professional association for children and early years  The [e-Bug coronavirus (COVID-19) website](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) contains free resources for schools, including materials to encourage good hand and respiratory hygiene.  <https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus>  (PACEY): supporting children in your setting (<https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/supporting-children-in-your-setting-coronavirus>)  Dr Dog explains coronavirus (<https://twinkl.co.uk/resource/dr-dog-ebook-eyfs-t-p-843>)  Busy Bees: 2 metres apart activity (<https://cdn-busybees.ams3.digitaloceanspaces.com/downloads/twoMetreActivity.pdf>.  Our hand washing song (<https://cdn-busybees.ams3.digitaloceanspaces.com/downloads/handWashingSongActivity.pdf>)  Bright Horizons: Taking to Children about COVID-19 (<https://www.brighthorizons.com/family-resources/talking-to-children-about-covid19>)   * resume taking attendance registers and continuing to complete the online educational setting status form (Where and when relevant) to provide daily updates on how many children and staff are in school * planned how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance * agreed what support is available for vulnerable and/or disadvantaged children * agreed what safeguarding provision is needed in school to support returning children * Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils * updated behaviour policies to reflect the new rules and routines. More information can be found here for guidance;-   <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>   * work with your catering supplier to ensure meals are available for all children in school * Resume breakfast clubs, lunch clubs and after school clubs be able to operate. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. More information can be found here;-   <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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>   * What educational visits are required as part of the curriculum   + Ensure risk assessments are in place and on Evolve   + Use outdoor spaces where possible * decided on the content and timing of staff communication * options available if staffing levels can’t be maintained * agreed flexible working arrangements needed to support any changes to your usual patterns * staff workload expectations agreed * what staff training (either delivered remotely or in school) is needed to implement any changes the school 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)   The government has recently launched the [Wellbeing for Education Return programme](https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing), which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19).  The Department for Education, Public Health England and NHS England webinar on supporting children can be found here <https://www.youtube.com/watch?v=MYmBLnSQh3M>  The training module on [teaching about mental wellbeing](https://www.gov.uk/guidance/teaching-about-mental-wellbeing), which has been developed with clinical experts and schools, is available to improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom  <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>  For pastoral support more guidance can be found here;-  <https://www.minded.org.uk/>  consider how you are working with school nursing services. More information can be found here:  <https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning>   * identified and planning to support high needs groups, including children with SEND, vulnerable children and disadvantaged children * agreed the approach to any scheduled or ongoing building works * Ordered face coverings for use around the school * Received home test kits from the government |  |
| **School workforce** | |
| **Measures to take**   * Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly * Schools should ensure that appropriate support is made available for pupils with SEND * Recruitment should continue as usual * Schools can continue to engage supply teachers and other supply staff during this period. * Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. * minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. * Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home. * Volunteers may be used to support the work of the school |  |
| **Class and Group sizes** | |
| **Measures to take**  Do you have the staff to child ratios within Early Years Foundation Stage   * 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 * Primary schools - can you keep bubbles to the size of a class? * If class size bubbles are not possible can you implement year group bubbles? * If there is a shortage of teachers do you have a teaching assistant to lead the group, working under the direction of a teacher * Identified staff who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable so that in the event of a lockdown, either nationally or locally they can be shielded. * Identified children who have been classed as clinically extremely vulnerable due to pre-existing medical conditions and clinically vulnerable so in the event of a lockdown, either nationally or locally they can be shielded * 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/). * Agreed any flexible working arrangements needed to support any changes to your usual patterns (e.g. staggered start/end times) * Desks spaced as far apart as possible * Rearrange classrooms and workshops with sitting positions 2 metres apart   <http://science.cleapss.org.uk/Resource-Info/GL345-Guidance-for-science-departments-returning-to-school-after-an-extended-period-of-closure.aspx>  [http://dt.cleapss.org.uk/Resource/GL344-Guidance-on-practical-work-in-a-partially-reopened-school-in-DT.aspx](https://cleapss.us11.list-manage.com/track/click?u=a4601cd9dd7567ba7d1c8e848&id=ed3170d82c&e=1247583314)   * Staff should remain at the front of the class and maintain 2m social distancing where possible. They should avoid close face to face contact and minimise time spent within 1 metre of anyone * If there is a shortage of teachers do you have a teaching assistant to lead the group, working under the direction of a teacher |  |
| **Timetable** | |
| **Measures to take**   * Refresh timetable * When timetabling, groups should be kept apart and movement around the school site kept to a minimum. * Decide which lessons or activities will be delivered * 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) * Risk assess options for delivering sports lessons. Ensuring;-   + equipment is thoroughly cleaned between each use by different individual groups   + contact sports are avoided   + Outdoor sports are prioritised   + Maximise distancing between pupils   + Pay attention to cleaning and hygiene   Use the following guidance  <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>  For grass root sports use this guidance  <https://www.sportengland.org/how-we-can-help/coronavirus>   * Considered which lessons or classroom activities could take place outdoors * Keep pupils at their desks, away from each other, for as much of the school day as you can, ideally 2 metres (3 steps apart) * Avoid group activities that require pupils to be in close contact with each other, such as;   Stagger assembly groups  Certain sports and playground games   * Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group * Prepare to offer immediate remote learning in the event of a national or local lockdown. Use the following resources   DFE remote education resources <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>  schools may consider using some of their catch-up funding on remote resources<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>  a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through  <https://edtech-demonstrator.lgfl.net/>   * Consider what physical activity to include and how   + Schools must only provide team sports on the list available at [return to recreational team sport framework](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework)   + 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.   Schools 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) * Consider extra-currilcular activities - breakfast and after-school provision   + Work with providers to keep childrens bubbles together   + Maintain small groups   + Consult [providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children](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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak), for activities   + Work with parents to review outside childcare providers to ensure they have protective measures in place |  |
| **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 and to help reduce transport capacities. * **Early years – some young children may be feeling anxious, work with parents and carers to consider how best to manage dropping off their children while maintaining physical distancing.** * 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 * Advice for dedicated transport is to consider:-   + how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school   + use of hand sanitiser upon boarding and/or disembarking   + additional cleaning of vehicles   + organised queuing and boarding where possible   + distancing within vehicles wherever possible   + through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents   + Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).   + the use of face coverings for children (except those under the age of 11), where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet * schools need to work closely with local authorities that have statutory responsibility for ‘home to school transport’ for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. * Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. * Use of public transport should be kept to a minimum * Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend * Schools should have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. |  |
| **During the school 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 class or year groups each day * Different groups are not mixed during the days, or on subsequent days * The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days * **Avoiding sharing workstations** * **Secondary schools** settings there will be some subject specialist rotation of staff * 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 school 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 school 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 school, 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 school 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) * Classroom based resources, such as books and games, can be used and shared within the bubble. These should be regularly cleaned * Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. * 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>) * 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 * Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided * Can you prevent the sharing of stationary and other equipment where possible, if not materials and surfaces should be cleaned and disinfected more frequently * It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones * Practical lessons – 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. * Can staff meetings and training sessions be carried out virtually * **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 * Consider 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. * Consider a monitoring system and contingency plan to minimise the impact of shortages of supplies and workforce. * Schools should have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term. * Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. * Immunisation programmes should continue and delivered keeping the schools control measures * If children attends more than one school setting then there needs to be collaboration to implement controls |  |
| **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>) , particularly; * After coming into school * when they return from breaks * when they change rooms * 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 * supervision of hand sanitiser use given risks around ingestion * building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them * 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 * At home there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting |  |
| **Personal Protective Equipment** | |
| **Measures to take**  Wearing a face covering of face mask in schools or other education settings is not recommended for Primary school, but Secondary schools have the flexibility to introduce .  Secondary pupils and staff will have to wear face coverings in school corridors in local lockdown areas of England  The majority of staff in education 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 Flowchart 038A PPE - Educational Setting to determine the PPE you will require;;   * Can use your local supply chain to obtain PPE * Where this is not possible, Slough Borough Council are able to support our schools who need assistance in the provision of PPE in order to operate safely. You may approach the Council on [PPE@slough.gov.uk](mailto:PPE@slough.gov.uk) for supplies (refer to Flowchart 038A PPE Educational Settings). PPE costs will be charged at cost. * 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> * 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. |  |
| **General Safety** | |
| **Measures to take**   * Do you have enough 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? |  |
| **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 follow the COVID-19: guidance for households with possible coronavirus infection 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 Educational Settings * 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   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 |  |
| **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. <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>  Single and multiple cases must be reported to the DFE in accordance with <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomtic_children_action_list_SCHOOLS_FINAL_17-09.pdf>  Refer to FLOWCHART 038C PHE Suspected and Confirmed COVID Cases |  |
| **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. |  |
| **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. * Single and multiple cases must be reported to the DFE in accordance with <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomtic_children_action_list_SCHOOLS_FINAL_17-09.pdf> * Refer to FLOWCHART 038C PHE Suspected and Confirmed COVID Cases * **Refer to Cleaning if there’s been a suspected case in school (below)** |  |
| **Manage confirmed cases of coronavirus (COVID-19) amongst the school community** | |
| Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.  The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools 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.  Single and multiple cases must be reported to the DFE in accordance with <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomtic_children_action_list_SCHOOLS_FINAL_17-09.pdf> who will provide advice on what to do.  Refer to FLOWCHART 038C PHE Suspected and Confirmed COVID Cases  The school has systems in place to inform the H&S Team and SBC on [healthandsafety@slough.gov.uk](mailto:healthandsafety@slough.gov.uk)  [CV19notifications@slough.gov.uk](mailto:CV19notifications@slough.gov.uk) |  |
| **Contain any outbreak by following local health protection team advice** | |
| If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.  This must be reported to the DFE in accordance with <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomtic_children_action_list_SCHOOLS_FINAL_17-09.pdf>  The school has systems in place to inform the H&S Team ant SBC on [healthandsafety@slough.gov.uk](mailto:healthandsafety@slough.gov.uk) |  |
| **Home test kits** | |
| **When to provide home test kits**  Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere. The best and fastest way for students or staff to access a test is to visit a testing site.  Kits are suitable for people of all ages over the age of one. Kits should not be given directly to children, only to adults over the age of 18 or a child’s parent or carer. Parents and carers will be required to administer the test to those under 11.  You will be provided with a unique organisation number (UON) in the email about your initial stock of home test kits. This will be needed to order replenishment kits. Further details will follow on the government website on how to order <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=892b1fc5-c7e1-4b77-aeb0-71081f5215d0&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#safe-working-and-protective-measures>  Kits should be stored securely at ambient room temperature (5-22°C). |  |
| **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 * more frequent cleaning of rooms and shared areas that are used by different groups * 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> |  |
| **Cleaning if there’s been a suspected case in school** | |
| **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 the Corporate Health and Safety Team 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 |  |
| **Playgrounds** | |
| **Measures to take**  Can social distancing be maintained by   * Limiting the numbers * Providing timeslots for classes and year groups * 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 schools should ensure they 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 |  |

Continue to next page

|  |  |
| --- | --- |
| **Supporting children and young people with SEND**  To be read in addition to the sections above. | |
| This checklist has been developed in line with Supporting Children and Young People with SEND as Schools and Colleges Prepare to for Wider Opening  (<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance?utm_source=bb067f6a-0bf0-4b61-a1f4-18299792504f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>)  This provides guidance on provision for children and young people with education, ECHP and others with complex needs, such as children and young people with SEN who have an ECHP Plan but for whom the educational setting or LA has exercised its discretion to do a risk assessment and offer a place at an educational setting.  This covers mainstream, SEN Resource units and special schools.  Children and young people who are deemed as appropriate should be strongly encouraged to attend school.  Risk assessments should be written together by the LA and the educational setting**.**  **Measures to take:**  **Pupils remaining at home**   * Risk assessments are written, upto date and maintained for children’s and young people who remain at home (to be written in conjunction with the LA) * Support has been arranged for those pupils who will remain at home   All Risk assessments should take into account:   * Parents that are unable to sustain levels of care and support that their children needs for long periods of time * The need for respite / short breaks services for families (in conjunction with the LA) * The views of the child / young person and social worker where required * The ability to deliver schooling in a different way i.e. online sessions * The potential impact of the individuals wellbeing due to the change in routine or way schooling is delivered * Other out of school vulnerabilities i.e dangerous behaviour or situations (exploitation) * Ability to continue to meet the following needs and access to (where required) physiotherapy and associated equipment, sensory needs and equipment, online sessions with therapists, phone support for parents delivering interventions and in person services.   For online delivery refer to Oak National Academy’s specialist column <https://www.thenational.academy/> and for SEND children <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>  **Pupils Returning to Educational Setting (To be written in conjunction with the LA)**   * Pupil risk assessments are written and are upto date and reflect changes as they occur:   The risk assessments should consider:   * whether it is safe to bring back the individual to the school setting * the pupils views and where appropriate family and social work views * Local and national COVID alert levels * the wider opening of the setting to more pupils * the need for a phased return * underlying health conditions and clinical vulnerability * The ability to continue to meet the following needs and access to (where required) Physiotherapy equipment, sensory equipment, online sessions with therapists, phone support for parents delivering interventions and in person services. * dual settings : need to consider if only one setting is best or whether initially starting at one site should be considered * is the appropriate PPE available * whether staff are trained and the protocols and personal hygiene requirements are in place * whether medical advice been sought where appreciate to – specifically for those pupils are extremely vulnerable   **Special schools and specialist post -16 institutions**   * The pupil risk assessment is upto date and supportive of return to school. Decisions should be made on ability of the setting to provide for their need. * Consideration that there are adequate staffing levels * Priority is based on pupils undertaking transition * Priority is given to children and young people who most need on site provision to support their life chances and development * Risk assessments should consider: * Part time attendance and attendance rotas * Blended onsite and home learning * Phased returns for individuals and groups   Underlying health conditions and clinical vulnerability   * Ability to continue to meet the following needs and access to (where required) Physiotherapy equipment, sensory equipment, online sessions with therapists, phone support for parents delivering interventions and in peers services.   **Hospital Schools**  Risk assessments are completed for such pupils. Consideration should include:   * Consultation between the Head Teachers and NHS staff that it is safe and feasible to do so * Hospital infection and control and safety considerations have been taken into account * Underlying Health conditions and clinical vulnerability * Views of the pupils |  |