**Slough Borough Council logo**FORM 038C COVID

Issue 21

Date: 18.08. 2021

# 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.

[Actions for schools during the coronavirus outbreak](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.

## Shielding advice for the clinically extremely vulnerable to stop from April

In line with the government’s [COVID-19 Response - Spring 2021](https://www.gov.uk/government/publications/covid-19-response-spring-2021) roadmap published last month, those on the shielded patient list can begin to follow the national restrictions alongside the rest of the population, but are still advised to take extra precautions to keep themselves safe from COVID-19.

Letters to patients with updated guidance will be arriving from today and over the next 2 weeks. These set out practical steps people can follow to reduce their risk of catching the virus, including continuing to maintain strict social distancing and to keep their overall social contacts at low levels, such as working from home where possible.

The move follows the steady decrease in the number of COVID-19 cases and hospitalisations across the country for the last couple of weeks.

Staff should continue to work from home where possible. However if they cannot work from home, a Health Vulnerability Risk assessment must be undertaken to determine if additional control measures are required, above the normal workplace measures. If staff have any concerns in respect of this information they should raise it with their line manager in the first instance.

Students on practical Higher Education courses at English universities who have not already returned and would be unable to complete their courses if they did not return to take part in practical teaching, access specialist facilities or complete assessments will be able to return.

## From 17th May 21 guidance in relation to new variants

Shielding is currently paused. Although the advice to shield has ended, clinically extremely vulnerable people must continue to follow the rules that are in place for everyone.

The Government are also advising clinically extremely vulnerable people to continue to take extra precautions to protect themselves. People are advised to follow the practical steps described below to minimise your risk of exposure to the virus.

* You are encouraged to exercise caution when meeting friends and family
* You should continue to take the extra precautions set out in [this guidance](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19?utm_medium=email&utm_campaign=govuk-notifications&utm_source=ddfed7af-231e-4469-bcc2-c7d8a3eef7d6&utm_content=immediately) even if you are fully vaccinated.
* Work from home where possible. If you are unable to work from home your manager is required to take steps to reduce the risk of exposure to COVID-19 in the workplace and should be able to explain to you the measures they have put in place to keep you safe at work. The school should encourage regular testing as part of these measures. You may also want to consider how you get to and from work including if it is possible to avoid using public transport during rush hour.

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| **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 [Actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) * Heating and Ventilation   To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should be used as appropriate:   * + Where there is mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)   + Where there is no mechanical ventilation:   + Open windows and doors (providing these are not fire doors)   + Open high level windows in preference to low level to reduce draughts   + Opening windows and doors at opposite sides of your room or home will also provide a good flow of fresh air (this is known as cross ventilation).   + Increase the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)   + Rearrange furniture where possible to avoid direct drafts   + Provide flexibility to allow additional, suitable indoor clothing to be worn during the Winter period in addition to the school’s current uniform.  Where this occurs, schools should ensure that no extra financial pressure is placed on parents.   + Make sure trickle vents (small vents usually on the top of a window) or grilles are open and not blocked   + If possible, maintain openings throughout the day to allow a constant flow of fresh air   + Open all the doors and windows fully to maximise the ventilation in a room. It may be better to do this when the room is unoccupied.   + Consider other control measures such as avoiding certain activities or gatherings, restricting or reducing the duration of activities, providing ventilation breaks during or between room usage alongside ventilation for reducing the risk of airborne transmission.   + you should identify any poorly ventilated spaces and take steps to improve fresh air flow. You should prioritise these areas for improvement to reduce the risk of aerosol transmission. A CO2 monitor could help you assess whether a space is poorly ventilated, and if you should use additional mechanical ventilation or open windows. (please see further information below regarding CO2 monitors).   + If you can’t improve ventilation in poorly ventilated spaces, consider whether it is safer to restrict the numbers of people in these spaces or stop using them if possible   Further information and advice relating to ventilation in the workplace can be found in the [Health and Safety Executive’s guidance on ventilation and air conditioning](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm)  Although CO2 levels are not a direct measure of possible exposure to COVID-19, checking levels using a monitor can help you identify poorly ventilated areas. [Read HSE advice on how to use a CO2 monitor](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/identifying-poorly-ventilated-areas.htm) and  [Identifying-poorly-ventilated-areas](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/identifying-poorly-ventilated-areas.htm)  From 1 March 2021, if you’re a member of a household, or close contact of staff or a pupil you can get a twice-weekly test:   * + through your employer if they offer testing to employees   + at a local test site   + by collecting a home test kit from a test site   + by ordering a home test kit online   Please refer to FORM 038O Implementing COVID testing in schools and ensure these measures are in place  *From 31st March 2021 Confirmatory PCR tests*  Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. Those with a negative LFD test result can continue to attend school and use protective measures.  Anyone who has previously received a positive COVID-19 PCR test result should not be re-tested within 90 days of that test, unless they develop any new symptoms of COVID-19.  **Asymptomatic testing from July 2021**  Schools will only provide tests for twice weekly asymptomatic testing for pupils and staff over the summer period if they are attending school settings.  As pupils will potentially mix with lots of other people during the summer holidays, all secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.  Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.  Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.  Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.  There is no need for primary age pupils (those in year 6 and below) to test over the summer period.  **Asymptomatic testing from September 2021**  Two onsite tests should be taken by each secondary school and college student on return. The tests should be 3-5 days apart then followed by twice weekly testing at home. The Government will review testing requirements by the end of September. |  |
| **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 how you can minimise mixing within settings, for example where they use different rooms for different age groups, keeping those groups apart as much as possible. * 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.   From 8th March 2021 Clinically Extremely Vulnerable are still being advised to shield. Clinically Extremely Vulnerable children should discuss with their doctor to obtain advice on whether they need to shield.  Clinically vulnerable staff can attend work. While in the workplace, they should follow the system of controls to minimise the risks of transmission.  From 1st April shielding will cease but Clinically Extremely Vulnerable are still advised to take extra precautions to keep themselves safe from COVID-19.  Letters to patients with updated guidance will be arriving from today and over the next 2 weeks. These set out practical steps people can follow to reduce their risk of catching the virus, including continuing to maintain strict social distancing and to keep their overall social contacts at low levels, such as working from home where possible.  Staff should continue to work from home where possible. However if they cannot work from home, a Health Vulnerability Risk assessment must be undertaken to determine if additional control measures are required, above the normal workplace measures. If staff have any concerns in respect of this information they should raise it with their line manager in the first instance.   * On the 22nd February 2021 the Government published a roadmap out of the national restrictions. As part of this roadmap, from 1st April you are no longer advised to shield, but you must continue to follow the rules in place for everyone under the current national restrictions.   If your work allows you to work from home then you should continue to do so. If you cannot work from home you should now attend your place of work.   * 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 contains free resources for schools, including materials to encourage good hand and respiratory hygiene.  Other resources;-  [(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;-   [Behaviour and discipline in schools](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. Schools should use small, consistent groups. More information can be found here;-   [Protective measure for out of school settings during the coronavirus covid-19 outbreak](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   + Interim visits to further education and skills providers will take place remotely during the national lockdown starting on Thursday 5th November. This includes those relating to social care plans and educational plans.   + Ofsted will carry out a risk assessment for early years interim visits. Based on this they will either deliver these remotely or make visits, if it is safe and necessary.   + Ofsted is pausing local area SEND visits.   + 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  [Teaching about mental wellbeing](https://www.gov.uk/guidance/teaching-about-mental-wellbeing)  You can access useful links and sources of support on [promoting and supporting mental health and wellbeing in schools.](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#contents)  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)  There is also a free resource [MindEd learning platform for professionals](https://www.minded.org.uk/), which contains materials on peer support, stress, fear and trauma, and bereavement.  MindEd have also developed a coronavirus (COVID-19) [staff resilience hub](https://covid.minded.org.uk/) with advice and tips for frontline staff. The Education Hub also has [mental health resources for parents, carers, children, and staff](https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/y)   * 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 - one box of 10 kits per 1,000 pupils or students * Created a contingency plan in the event that online teaching or COVID restrictions are required. A good plan should cover:   + roles and responsibilities   + when and how to seek public health advice   + details on the types of control measures you might be asked to put in place (described in measures that settings should plan for and your sector’s guidance)   For each control measure you should include:   * + actions you would take to put it in place quickly.   + how you would ensure every child, pupil or student receives the quantity and quality of education and support to which they are normally entitled.   + how you would communicate changes to children, pupils, students, parents, carers and staff. * More information can be found in the [Contingency Framework guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings?utm_medium=email&utm_campaign=govuk-notifications&utm_source=f75efe81-efb1-40ab-bae6-f57a074b6f05&utm_content=immediately) and the Annex – Guidance for education & childcare settings on managing COVID-19 cases from autumn term 2021within this link. * The Department of Health and Social Care (DHSC) has updated their contain framework to include an overview of the tiers of intervention for schools and colleges when manging local outbreaks and implementing restrictions. For secondary schools, teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for educational tier 2 local restriction. * From January 2021, Ofsted will conduct assurance inspections under the Education Inspection Framework. The purpose of these inspections is to find out what it is like for children in their early years setting and to seek assurance that providers continue to meet registration requirements and remain suitable for registration on the early years register and, if applicable, the childcare register. * Ofsted plans to resume routine inspections for early years providers from the start of the summer term (April 2021). On the 22nd February the Government published a roadmap out of the national restrictions. As part of this roadmap, from 1st April you are no longer advised to shield, but you must continue to follow the rules in place for everyone under the current national restrictions.   If your work allows you to work from home then you should continue to do so. If you cannot work from home you should now attend your place of work.  For state-funded schools, it is intended that Ofsted will return to a full programme of routine inspections from September 2021 and will aim to inspect every state-funded school within the next 5 academic years   * Have you decided what subjects will need exams or teacher assessments and how will this be managed in a COVID secure environment?   **Admitting children into school**  In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice. |  |
| **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 * Specialists, therapists, clinicians and other support staff for children with Special Educational Needs and Disabilities (SEND) should provide interventions as usual. They should ensure they minimise contact and maintain as much distance as possible from other staff. |  |
| **Class and Group sizes** | |
| **Measures to take**  DfE Guidance   * . * 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 * On the 22nd February the Government published a roadmap out of the national restrictions. As part of this roadmap, from 1st April you are no longer advised to shield, but you must continue to follow the rules in place for everyone under the current national restrictions.   If your work allows you to work from home then you should continue to do so. If you cannot work from home you should now attend your place of work.   * Identified staff who are pregnant   Pregnant women require special consideration as set out in the [guidance for pregnant employees](https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees). Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). More information is available on [workplace risk assessment for vulnerable people](https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm).  Information contained in the [RCOG/RCM guidance on coronavirus (COVID-19) in pregnancy](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/) should be used as the basis for a risk assessment.  Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.  Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from coronavirus (COVID-19) at any gestation, should take a more precautionary approach. Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing or advice for pregnant women. Please note that this may require the individual to be deployed or being requested to work from home.  As of 23.4.21 Pregnant women should be offered a vaccination along with their age or risk group. Pfizer or Moderna are the preferred vaccine for women of any age. If they have already had the first does of a different vaccine they should continue with the same vaccine: [Vaccination guide for women of childbearing age pregnant planning a pregnancy of breastfeeding](https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding/covid-19-vaccination-a-guide-for-women-of-childbearing-age-pregnant-planning-a-pregnancy-or-breastfeeding)  [Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)   * 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   [GL345-Guidance-for-science-departments-returning-to-school-after-an-extended-period-of-closure](http://science.cleapss.org.uk/Resource-Info/GL345-Guidance-for-science-departments-returning-to-school-after-an-extended-period-of-closure.aspx)  [GL344-Guidance-on-practical-work-in-a-partially-reopened-school-in-DT](http://dt.cleapss.org.uk/Resource/GL344-Guidance-on-practical-work-in-a-partially-reopened-school-in-DT.aspx)   * 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   + Outdoor sports are prioritised   + Pay attention to cleaning and hygiene   Use the following guidance  [Coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation)  For grass root sports use this guidance  [Sport England coronavirus](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) * 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 [Covid 19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools) [/](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  [Ed tech](https://edtech-demonstrator.lgfl.net/)  From step 4 All sports provision, including competition between settings, should be planned and delivered in line with this 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)   You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.  Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active.  Sports equipment thoroughly cleaned between each use by different individual groups.  You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls. However, you should prioritise outdoor sports wherever possible.   * Consider extra-curricular activities - breakfast and after-school provision   + Work with providers to keep minimise interaction and mixing of pupils   + 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   When we move to Step 4, there will be no limits on the number of people who can sing indoors or outdoors.  From Step 4, face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas. But expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don’t normally meet. This includes public transport and dedicated transport to school or college.  From 17 May 21, if planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the DCMS performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events.  You may still wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. |  |
| **Travel** | |
| **Measures to take**  From 4th January 2021 The UK national lockdown was announced. Travel in or out of local areas should be avoided and you should reduce the number of journeys.  From 29th March 2021 you are encouraged to minimise travel. Households are no longer explicitly told to remain in their geographical area.   * 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:-   + ,   + use of hand sanitiser upon boarding and/or disembarking   + additional cleaning of vehicles   + organised queuing and boarding where 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). * 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 * .   **Educational Visits**   * From the start of the new school term you can go on international visits that have previously been deferred or postponed and organise new international visits for the future. You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes. * Residential domestic visits can resume. * When using outdoor spaces schools are exempt from gatherings limits * All educational visits must be fully compliant with COVID-19 requirements. * You should be fully engaged with parents, carers and children about the organisation of the visit and the COVID-19 measures in place, from the initial planning to completion of the visit. You should be very clear and able to demonstrate that the visit has been fully risk assessed and that measures are in place to ensure that, as far as is practicably possible, the visit is and will remain COVID-19 compliant.   You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. [General guidance](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits) about educational visits is available and is supported by specialist advice from the [Outdoor Education Advisory Panel (OEAP).](https://oeapng.info/)   * **Risk Assessment**   + You must undertake a full and thorough risk assessment. This should set out;-     - * contingency plans enable a rapid response to symptoms developing in the group or someone needing to self-isolate       * your risk assessment and extra planning must reflect the public health restrictions in place and your residential visit provider should be able to demonstrate how their centre meets the requirements set out in the guidance on [hotels and other guest accommodation](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/hotels-and-other-guest-accommodation). You should request this information prior to any visit and pay particular attention to how the centre will manage any COVID-19 cases during your stay.       * secondary schools may use lateral flow tests to manage the COVID-19 risk. * **General Preparation**   You should:   * + check in advance that the provider has assessed the risk of COVID-19 and implemented appropriate control measures. In particular, you should ask the accommodation provider to confirm that they:     - have assessed overnight sleeping arrangements in line with the size of the group that will be expected to share rooms or dormitories, particularly in respect of measures to ensure appropriate ventilation (see more in the accommodation section)     - have measures in place to ensure the effective and frequent sanitising and cleaning of any shared facilities such as:       * bathrooms       * kitchen or dining       * any potentially shared equipment or communal facilities       * frequent touch surfaces * **Accommodation**   + You should be familiar with the guidance on [hotels and other guest accommodation](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/hotels-and-other-guest-accommodation)   + In advance of any visit, it will be important for you to confirm arrangements with the accommodation provider, especially with regard to arrangements for overnight accommodations and travel to, from and during the visit. * **Insurance**   + Ensure you have appropriate insurance cover. Trips booked prior to COVID should cover COVID-19 but cancellation cover may be difficult for new bookings   + Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place. * **Travel**   + Schools should carefully consider and plan their travel arrangements to and from their destination and follow the advice set out in this guidance. It is important to observe and make travel plans that reflect the system of controls, especially in relation to maintaining the integrity and exclusivity of the educational visit bubble. General information on travel is available in the [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers),   If you would like more information please go to the [Actions for schools during the coronavirus outbreak guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_medium=email&utm_campaign=govuk-notifications&utm_source=2cf98893-ba2a-44af-bbbd-19736ed9f673&utm_content=immediately) |  |
| **During the school day** | |
| **Measures to take**  DfE   * Decided which lessons or activities can be delivered and are risk assessed in light of coronavirus * 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 * Water fountains are not to be used in schools for public health reasons. Pupils should bring their own water bottles to school.   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, such as sports, art and science equipment should be cleaned frequently and meticulously and always between classes, 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 classes. * 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 minimising contact 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 * 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 minmising contact 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 * Minimise contact with those who are unwell * Minimise contact between individuals and maintain social distancing wherever possible. * Make sure everyone is washing their hands with soap and water for at least 20 seconds across the school day [Covid-19 information for the public](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 * Please note that the NHS Covid-19 app is not recommended for under 16’s refer to the [guidance on the use of the app in schools and further education colleges](https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges) * Education settings are not expected to create NHS QR code posters for the provision of childcare, education or training in their settings as part of their normal day to day operations. However, schools need to assess any requirements if childcare is provided in a community centre, hosting an event with external guests, or premises are let out in the evening. For more guidance see the [Use of the NHS COVID-19 app in education and childcare settings](https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges?utm_source=a78cd9d2-11e0-4e84-805f-79f010d3adde&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate) |  |
| **Personal Protective Equipment** | |
| **Measures to take**  From Step 4, face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas.  Face coverings are also no longer recommended to be worn on dedicated transport to school or college and are no longer legally required on public transport.  If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility.  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: [PPE 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. |  |
| **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   [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 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 * What to do in **exceptional** circumstances when a parent is unable to pick up their child. Any transport arranged should have one of the following:   + a vehicle with a bulkhead or partition that separates the driver and passenger   + the driver and passenger should maintain a distance of 2 metres from each other   + the driver should use PPE, and the passenger should wear a face covering if they are old enough and able to do so * 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 10 days. They should also take a PCR test immediately.  *Confirmatory PCR tests*  Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. Whilst awaiting the PCR result, the individual should continue to self-isolate.  If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn’t have COVID-19 symptoms If the test is positive they will need to recommence the 10 day isolation period from the date of the test.  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. [Click here to find out how 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 [Symptomatic\_children\_action\_list\_SCHOOLS](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomtic_children_action_list_SCHOOLS_FINAL_17-09.pdf) and Thames Valley Public Health.  Refer to FLOWCHART 038C PHE Suspected and Confirmed COVID Cases and the government guidance section ‘[Actions for schools during the coronavirus outbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=a7c948a4-4022-4554-9e7a-d1f44a7fed4c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate) and document What to do if a pupil is displaying symptoms of coronavirus (COVID-19)’. Public Health England have also produced [a resource pack for education settings for COVID cases](https://thelink.slough.gov.uk/news/covid-19-schools-update-public-health).  The Department for Education (DfE) have published a list of actions that early years, schools and further education colleges must follow in the event that a child or young person displays symptoms or if they confirm they have tested positive for coronavirus.   * [Action list for schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) * [Action list for early years and childcare providers](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures) * [Action list for further education colleges](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision)  Test and Trace Support Payments Some school staff, parents and carers may be eligible for a one-off Test and Trace Support Payment of £500. This is payable in one lump sum from your local authority.  To be eligible for a Test and Trace Support Payment, you must:   * be on a low income * be unable to work from home * be at risk of losing income as a result of self-isolating * be living in England * meet the [eligibility criteria](https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme)   Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. |  |
| **Child, young person or staff member tests positive** | |
| **Measures to take**   * Single and multiple cases must be reported to the DFE and Thames Valley Public Health * **Refer to Cleaning if there’s been a suspected case in school (below)**   The Department for Education (DfE) have published a list of actions that early years, schools and further education colleges must follow in the event that a child or young person displays symptoms or if they confirm they have tested positive for coronavirus.   * [Action list for schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) * [Action list for early years and childcare providers](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures) * [Action list for further education colleges](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision) |  |
| **Manage confirmed cases of coronavirus (COVID-19) amongst the school community** | |
| From Step 4, close contacts will be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.  As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact.  From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact.  Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test.  Children and young people aged under 18 years 6 months who usually attend an education or childcare setting and who have been identified as a close contact should continue to attend the setting as normal. They do not need to wear a face covering within the setting, but it is expected and recommended that these are worn when travelling on public or dedicated transport  18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.  Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.  Schools in Slough also need to continue to send CV19Notifications if they become aware of any cases |  |
| **Contain any outbreak by following local health protection team advice** | |
| Please note this section only applies after the initial two tests are complete upon return to school in the Autumn 2021. Cases identified in the test-on-return period should not trigger extra measures or escalation to the DfE helpline.  You should have outbreak management plans outlining how you would operate if there were an outbreak in your school or local area.  The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned.  For most education and childcare settings, whichever of these thresholds is reached first:  • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or  • 10% of children, pupils, students or staff who are likely to have mixed closely 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, test positive for COVID-19 within a 10-day period  When the above thresholds are reached, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. More information can be found in the [Contingency Framework guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings?utm_medium=email&utm_campaign=govuk-notifications&utm_source=f75efe81-efb1-40ab-bae6-f57a074b6f05&utm_content=immediately) and the Annex – Guidance for education & childcare settings on managing COVID-19 cases from autumn term 2021within this link.  You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. You can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.  The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities. |  |
| **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 can [order additional tests kits online](https://request-testing.test-for-coronavirus.service.gov.uk/). Kits will be supplied in boxes of 10, with one box provided per 1,000 pupils or students.  You will be able to make a new order for test kits 21 days after you receive a delivery confirmation email telling you that your previous supply of test kits has been sent.]  Schools and FE providers will need a Unique Organisation Number (UON) to place orders for test kits. This was emailed to you by the Department of Health and Social Care (DHSC) on 16 September.  You can [look up your unique organisation reference number](https://organisation-number-lookup.test-for-coronavirus.service.gov.uk/) (UON) using your DfE unique reference number (URN) or UK provider reference number (UKPRN), or call the Test and Trace helpdesk on 119.  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 |  |
| **Local restrictions in educational settings** | |
| If there is extremely high prevalence of COVID-19 and existing measures have failed to reduce community transmission, measures affecting education and childcare may be necessary to reduce the overall number of social contacts in our communities and help protect the NHS.  Schools should not take any restrictive measures unless advised to do so by The Department for Education (DfE). The additional measures they may advise include introducing further testing and re-introducing face coverings in education settings.  Further information can be found in the guidance [Coronavirus (COVID-19) local restrictions in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings?utm_medium=email&utm_campaign=govuk-notifications&utm_source=1e819c66-da3f-470d-9afb-9a2fd52b0600&utm_content=immediately) |  |
| **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 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 |  |

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| **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  [Coronavirus covid 19 send risk assessment guidance](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, up to 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 [the national academy](https://www.thenational.academy/) and for SEND children [supporting your childrens education during coronavirus covid 19](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 up to 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   **Asymptomatic testing**  In circumstances where a pupil or student would not be able to be tested through an Asymptomatic Test Sites (School) but who could be tested at home by (or with support from) a suitably competent adult. Settings can provide home testing kits to them from the outset (without the pupil being tested at an ATS (School) first, where this is appropriate for the pupil or student.  Home testing is the preferred model but may not be appropriate for some pupils and students. In these instances, on-site testing should be offered if that is a viable alternative. If a pupil or student is unable to tolerate a swab-based test at all no testing should take place.  Specialist settings have the flexibility to be able to work with pupils/students and their families to agree the most appropriate way of them participating in twice-weekly testing. [Guidance will be available via this link](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings)  Where you do not have enough staff to carry out assisted swabbing on pupils who cannot self-swab, additional workforce capacity may be available from Medacs.  **Visits to Special residential settings**  Visits should be face-to-face wherever possible. As good practice, children and young people should be told why a face-to-face visit is not possible and be advised of their right to advocacy or support.  The use of virtual visits can also be offered, including when it is not practicable to have a face-to-face visit because of COVID-19 due to:  • self-isolation due to public health advice  • any local or national restrictions  To support face-to-face visits, it is important that all visitors have access to regular testing and are aware of available testing routes prior to a visit. This will help to prevent visitors from unknowingly bringing asymptomatic cases into the homes and should increase the opportunities for visits to be conducted in person |  |
| **Supporting children with complex medical needs e.g.** tracheostomies | |
| There are some additional considerations to support children, young people and learners who require procedures that may generate aerosols. This is because aerosol generating procedures (AGPs) can increase the risk of coronavirus (COVID-19) transmission in the presence of a positive case between those giving and receiving care.  Education and children’s social care settings, health providers and local teams should work together to build on existing processes in place when implementing coronavirus (COVID-19) adjustments.  Click here to find out more information  [Safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=0e05d04d-5317-496f-84a2-3b32703fb778&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  [Use of PPE in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_medium=email&utm_campaign=govuk-notifications&utm_source=7230e013-1366-49b1-9c84-88eb79ad90e2&utm_content=immediately) |  |

Document Control

| Version | Date Change | Changed by | Items |
| --- | --- | --- | --- |
| 12 | 14.1.21 | G.Watson – H&S Adviser | Updated with National Lockdown information |
| 13 | 4.02.2021 | G.Watson – H&S Adviser | Added details on Vulnerable children to include those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)  Added information on mechanical ventilation |
| 14 | 02.03.21 | G.Watson – H&S Adviser | Added details on the return to schools from 8th March – including sports, CEV face coverings and shielding  Added information on asymptomatic testing.  Added further transport information if parents are unable to pick up a child showing signs of COVID |
| 15 | 8.4.21 | G.Watson – H&S Adviser | Updated information to reflect shielding advice ending on 1st April 2021  PCR tests required following a positive LFT. |
| 16 | 20.04.21 | G.Watson – H&S Adviser | Added information on singing activities. Added information on visors and transparent face coverings  Exemptions to face coverings |
| 17 | 20.05.21 | G.Watson – H&S Adviser | Added information on educational visits and there no longer being a requirement to wear face coverings. Information on Education Hub and specialist staff. Performances. Visits to special schools. Local restrictions in educational settings |
| 18 | 15.06.21 | G.Watson – H&S Adviser | Added new guidance on close contacts now being able to receive a PCR test  Added details from East Berkshire Health Protection Board advice 15.06.21  Added DfE guidance dated 15.06.21  Added update of pregnant women being removed from CEV list |
| 19 | 30.07.21 | G.Watson – H&S Adviser | Added PHE Covid cases resource link  Added details of how to complete the educational setting status form  Added information on not re-testing for 90 days after COVID  Added information on close contact on transport  Removed reference to bubbles  Remove close contact tracing  Removed requirement for face coverings  Changed actions if there is an outbreak  Included refusal of admittance if child has COVID  Removed singing restrictions Removed sports restrictions |
| 20 | 18.08.21 | G.Watson – H&S Adviser | Added requirement for 2 LFD tests upon return in Sept. Added close contact advice.  Information added on outbreak thresholds and contingency planning |