



COVID-19 Compliance code for all educational settings – recovery plan phase 2 P646a

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1. Introduction and document updates

The health, safety and well-being of all staff and pupils is of utmost importance to us. This guidance has been provided to give all our staff, parents and pupils the assurance that appropriate control measures are being put in place in response to Coronavirus COVID-19 and reflects Government guidance.

It is understandable that staff, parents and children may be anxious about being in an educational setting. This document outlines how schools can make contact safer through introducing new measures as part of the Government COVID-19 recovery strategy.

Educational settings cannot be expected to ensure that a distance of 2 metres is attained at all times in the same way other workplaces are, therefore the approach focuses on measures they can put in place to help limit the risk of the virus spreading within the setting following this hierarchy of measures:

- Avoiding contact with anyone with symptoms
- Minimising contact and mixing through cohorting of small groups
- Assessing their environment and interactions and making changes to the physical environment and organisational plans to maintain 2m distancing within cohorts so far as is possible
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning and disinfection

It is recognised that these measures may mean you need to put a temporary cap on numbers to ensure safety is prioritised.

Public Health England (PHE) are clear that if settings follow these requirements (which are included in this compliance code), then the risk of transmission will be lowered.

It is important to remember that these arrangements would not have been effective previously when the virus was widespread. Plans to gradually increase the numbers in settings with new measures and replace the more stringent social restrictions are based on the latest scientific evidence.

This compliance code details the arrangements that must be put in place during the [Government's recovery plan](#) and should be used to develop your risk assessment which is provided in *COVID-19 Educational Settings Risk Assessment – implementing the recovery plan*

It should be read in conjunction with:

COVID-19 Educational settings risk assessment – implementing the recovery plan
COVID-19 Your health and your safety when working in educational settings
COVID-19 Educational settings – personal protective equipment guidance
COVID-19 Educational settings - new and expectant mothers risk assessment

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COVID-19 Pupil Specific Needs Risk Assessment (for SEND pupils)

For ease of reference, changes that are made to this document are detailed below:

Date of change	Section, Page and Change
15-04-20	New document

2. Specific responsibilities

Your existing health and safety responsibilities and those of your staff as outlined in your schools health and safety policy continue to apply. Transmission of COVID-19 is a work related risk that requires the same management approach as any other: undertake a risk assessment, identify the necessary control measures, implement these including safe working practices, consult and communicate with your staff and manage and monitor the effectiveness of the control measures.

Detailed actions required for assessing and delivering safe working arrangements in relation to COVID-19 are detailed in the Risk Assessment Checklist.

3. Principles of safe working



As identified in *COVID 19 Your health and safety while working in education*, there are two routes by which COVID-19 can be transmitted:

- infection can be spread to people through close contact with infected individuals and respiratory droplets generated during coughing and sneezing.

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- direct contact with infected tissues, body fluids or indirect contact with contaminated surfaces such as door handles and then touching their own mouth, nose, or eyes.

Therefore, to limit the spread of the virus we need to minimise the available transmission routes. This requires a combination of approaches as demonstrated by the diagram above. The starting place is to limit direct contact with other people as much as possible. For educational settings it is recognised that this is more difficult to do. Therefore, a different approach to the risk is needed. Educational settings are required to cohort staff and pupils to reduce the number of people transmission can occur between; alongside implementing social distancing (keeping 2m distance) as much as is possible both within and between cohorted groups. Excellent universal hygiene measures must also be maintained but this is particularly important where interaction with other people cannot be avoided. This means, ensuring high standards of environmental cleaning, paying particular attention to regular contact points as well as maintaining excellent personal hygiene (both staff and pupils). Undertaking these measures will lower the risk of transmission and are particularly important to help maintain a low transmission rate as settings continue to open up to more pupils. The use of PPE is the last element of infection control. PPE must be used at the right time and in the right way to be effective.

The following personal universal hygiene measures that all staff and pupils should follow are part of the way in which we can all reduce the risk of transmission of COVID-19:

- Thoroughly wash hands with soap and water often following the [NHS guidance](#). Use alcohol-based hand sanitiser gel only if soap and water isn't available.
- Encourage pupils to also wash their hands regularly where increased supportive measures are needed)
- Avoid touching the eyes, nose or mouth as much as possible at all times, but particularly if you haven't recently washed your hands.
- [Catch it, Bin it, Kill it](#) - Covering the mouth and nose with a tissue or sleeve when sneezing and put used tissues in the bin straight away (or put them in your pocket until you can dispose of them). Always wash your hands afterwards
- Minimise touching hand contact surfaces with your hands as far as is reasonable and safe to do so.
- **Do not come to the setting if you have any symptoms of COVID-19 no matter how mild.**
- **Go home quickly if you develop symptoms of COVID-19 while you are at the setting, no matter how mild**

4. Safe working arrangements during phase 2 of the Government's recovery plan

4.1 Management Planning

Headteachers and managers can communicate powerful signals about the importance and significance of safe working arrangements through their own action. Leading by example will support others to feel they can do the same and that new ways of working are possible. Equally, the development of a positive culture can be undermined through negative

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behaviour. It is likely that we will need to manage with COVID-19 for some time to come, it is important therefore, for leaders and managers to consider the culture they are setting by the arrangements they put in place to deliver education and learning in a way that is safe and secure for everyone, children, staff and parents.

Senior Management Team

In planning how you will extend opening at the school management teams must ensure that:

- Your assessment fully considers different ways of operating applying the principles of:
 - group cohorting
 - reducing movement around the setting,
 - limiting mixing of cohorts
 - physical measures needed to encourage distancing such as increasing entrances and exits, classroom layouts, floor markings
 - organisational measures such as staggered start, break and finish times
 - ensuring environmental hygiene measures that are in place are appropriate
 - ensuring that it is easy to maintain personal hygiene and encouraging everyone to do so
- The assessment is carried out in conjunction with staff and staff representatives (and pupils where appropriate).
- Risk assessment outcomes consider factors such as the impact on any additional transport needs, additional time required to undertake tasks, the impact on areas of safety such as fire and where co-ordination is needed with contractors.
- You consider significant factors that impact on the ability to operate safely, for example if there is a lack of space or available staff in order to work safely.
- Where the premises or part thereof has been closed, it is brought back into safe use and plans are in place to ensure ongoing essential premises management.
- Arrangements are in place to ensure compliance with the standards that have been set and the control identified through the risk assessment and that regular review of this assessment takes account of feedback, concerns, suggestions and changes in line with updated information from Health, Safety and Well-being.
- Safeguarding arrangements are not impacted as a result of changes to working arrangements.
- The continuity of essential supplies is considered in order to operate safely.
- Governors are involved and are supporting the setting to ensure that actions are completed.

Staffing arrangements

Staffing levels

Ensure that reduced staff ratios do not significantly compromise the safety and security of pupils and follow the EYFS ratio information. Paragraph 3.30 of the EYFS guidance states: *'Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.'*

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We consider the extent of the coronavirus (COVID-19) outbreak to be an exceptional temporary circumstance in which the staff to child ratios set out in the EYFS can be changed if necessary. However, childcare settings or schools remain responsible for ensuring the safety and security of children in their care.'

Schools should carry out a daily review of their staffing levels, including key safety roles and take relevant action where appropriate such as deployment of staff and planning for teaching assistants to be allocated to lead a class group under teacher direction.

Business support and premises management staff

Staff who do not need to be based in the setting should continue to work from home where possible.

Where this is not possible, hot desking must be avoided and office spaces arranged to support social distancing. Staff should avoid working face to face. Where social distancing cannot be applied in the usual office areas, additional work areas should be allocated.

Premises and cleaning staff

Activities should be scheduled to avoid times when pupils and staff are using the same areas.

Staff who carry out cleaning activities should be provided with the required equipment, be familiar with the cleaning and disinfection processes that are now required and have adequate time to carry out tasks effectively.

Volunteers

Volunteers should only work in the setting where it is essential and be provided with the same information, instruction and support as staff.

4.2 Cohorting and limiting contact

Pupil and staff groupings

It is recognised that children and young people will not find it as easy to follow the rules to keep 2 metres apart. It remains important for all settings to reduce contact between people as much as possible. However, recognising the social difficulties with this this a core principle of extending school opening is to reduce the number of contacts a child has through creating smaller groups (pupils and staff), reducing interaction across groups and applying social distancing (2m separation) within the group as much as is possible. In general, your arrangements should aim to:

- Group teaching staff and teaching assistants together with the same group of pupils
- Ensure that groups stay the same and try to use the same classroom or area of a setting through the day.

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- Avoiding mixing with other groups throughout the day where possible, e.g. during lunchtimes, breaks, PE, or if necessary mix on subsequent days resulting in creating larger groups.
- Ensure that pupils use the same desk each day where they attend on consecutive days.
- Creating social distancing within those groups where it is possible to.
- Do not share items such as outdoor play equipment between other groups until it has been cleaned and disinfected.
- In instances where you need to use staff from other schools you should ensure cover is agreed on a weekly basis rather than daily to limit contacts within groups.

The general principle to apply to cohorting is to half class sizes in order to achieve suitable groups, however this will be subject to specific factors you determine as part of your assessment. You may need to operate smaller group sizes than this depending on layout, physical space, staff availability etc.

The first consideration in planning for the recovery phase is to determine how many pupils and staff can be safely accommodated at any time and how pupils should be prioritised for return. The number of pupils will depend on both how existing class spaces can be used as well as considering how you can repurpose other spaces. Higher occupancy may be more challenging in older premises with smaller classrooms and limited hall space. This compliance code provides you details of how you can plan to use the space in the setting safely.

Brief contact such as passing in a corridor is low risk, however schools should still manage this risk due to the fact that passing in corridors provides an opportunity for pupils to stop and interact with other groups (see details in the *Environment* section).

Arriving at and leaving the setting

The way in which access to the school is managed will depend on the site, pupil numbers and the way in which you organise the school day. Where schools consider operating on a half day rota basis (where this is allowed), they will need to organise for additional cleaning and disinfection to reduce the risk of cross-contamination.

Staggered days will reduce the pressure at entrance and exits, reduce shared space use within the school such as during lunchtime and sharing transition space. It will also positively impact on reducing numbers who may need to use public transport at the same time and parent groupings

All settings should develop protocols considering the suggested control measures in the risk assessment template in order to ensure that infection control arrangements are applied. You should reduce the number of visitors to only those who are essential for the running of the school.

Specific consideration should be given to:

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- The management of reception areas, how social distancing and potential points of contact can be managed hygienically
- The management of deliveries to eliminate close contact e.g. having a pre-arranged drop off point, the delivery driver signing for you
- Arrangements for essential maintenance and repairs
- Reducing face to face parent interactions and where they are essential how they will be managed e.g. only one parent attending, confirming they do not have symptoms
- Additional hygiene measures e.g. the provision of hand sanitiser
- The way the site is used to reduce contact between site users and ensure other safety risks are not increased for example by changes in traffic management
- Using additional exits and entrancing to support cohorting and reducing mixing of groups
- Journey planning, staggering pick ups and drop offs, advice to parents in line with government travel advice
- The use of bike racks
- The use of school transport services and school vehicles in a way that minimises contact and encourages hygiene precautions e.g. markings for queuing systems, hand washing before and after travel, reducing capacity on vehicles, cleaning regimes

It is a good idea to discuss arrangements with planned visitors in order to agree how they will operate on the site. You may wish to draw up some site operating rules in a leaflet format for all visitors that arrive on site. Where they are undertaking activities not under your supervision you may need to periodically monitor them from a safe distance in order to be assured they are applying suitable controls. Additional resources that you can refer to are [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

Please note: The only staff who should undertake further transport duties in addition to collection and dropping off are those who are required to transport a pupil from a residential setting for an essential healthcare appointment. They should undertake a specific assessment using this guidance and follow PPE requirements if they are transporting a pupil who is symptomatic.

Educational activities

When planning educational activities consideration should be given to the physical environment, the type of activities and the equipment and resources needed. Including:

- Utilizing outdoor education where it is possible and also consider where you may need to use alternative larger spaces such as gyms and halls to accommodate groups.
- Encouraging distancing by moving furniture and chairs, unnecessary furniture and objects should be removed where possible.
- Forward-facing furniture may provide a better way of using available space than other configurations (as well as marking where table and chairs should be placed).
- Avoiding using shared resources as well as limiting those that are taken home.
- Modifying curriculum activities including the way practical activities are carried out and the times they are delivered to support distancing and limit close contact. CLEAPSS COVID-19 resources and advice, provide further information, for example:

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- [Guide to doing practical work in Science](#)
- [Guide to doing practical work in DT](#)

Lunchtime and Breaks

When planning lunchtimes and breaks you should always aim to maintain cohorts and avoid mixing of groups or groups sharing the same space. Implementing staggered times may be necessary or where possible providing additional areas or using outside areas and classrooms for packed lunches. Distancing should be maintained at lunch times by moving tables and chairs apart. Consideration should be given to how groups will move around the school to access facilities and this should be planned in a way that limits group mixing. Separate entrance and exits could be used to facilitate this, or the use of one-way systems.

Food preparation and the way that pupils collect their food will need careful consideration including those that are provided by contracted services. Measures that can be put in place include marking areas for queuing, simplifying menus where it is significantly beneficial to kitchen staff to achieve social distancing, avoid cash handling and installing screens at till areas.

Please refer to the [Guidance on supporting children eligible for free schools meals](#)

Movement around the premises

The movement of groups should be planned in order to avoid group gathering this should include staggering movement times, providing alternative routes (such as outside areas), alternative entrances and exits, one-way circulation and central dividers where appropriate.

Increasing ventilation

You should consider how to increase ventilation and air flow in buildings and schools operated transport to ensure that a fresh air supply is consistently flowing through. Consideration should be given to:

- Opening doors and windows where possible and safe to do so.
- Air conditioning. Most air conditioning systems do not need adjustment, however where systems serve multiple buildings or you are unsure, advice could be sought from HVAC engineers.
- Fresh ventilation systems can operate as normal, but recirculating air systems may require adjustments to increase fresh air flow.

Toilets and handwashing facilities

The times of use should be staggered where possible, consideration should be given to distancing for queuing, using additional toilets that are available through lower pupil numbers and taking every other urinal and basin out of use in areas of higher use.

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The numbers of toilets needed for children are determined by the Education (School Premises) Regulations 2012. The Standards for schools premises guidance published by the Department for Education gives the following guidance on numbers of facilities required for pupils:

“The regulations do not set the minimum number of fittings to be provided in relation to the ages and numbers of pupils. Generally, the needs of younger pupils are likely to be greater than those for older ones. So, for example, a provision of one toilet and washbasin for every ten pupils under 5 years old would be adequate, while that ratio could be doubled for pupils aged 5-11 to one toilet and washbasin for every 20 pupils. For pupils over 11 one toilet per 20 pupils would be sufficient, but there is scope to reduce the number of washbasins where the washing facilities are shared.”

With reduced numbers of pupils attending the setting at this time it is unlikely that separation and distancing measures will result in an inadequate number of facilities.

Where there are no suitably located hand wash basins, hand sanitiser points should be provided in specifically identified areas such as dining areas.

Using hand sanitiser

Hand sanitiser is recommended for use where hand washing facilities are not available at the immediate point that it is appropriate to perform hand hygiene. The following link provides a recommended hand rub method: [How to hand rub](#)

Everyone who uses alcohol-based sanitiser must be instructed to ensure that it is completely dry on hands before going near to ignition sources or touching any metal surfaces.

Meetings and events

Only essential meetings and events should continue. Review how and where meetings are held considering how you can implement social distancing and you do not compromise the cohorted staff groups. This includes formal meetings between staff, staff and parents or carers, staff and pupils and assemblies as well as informal meetings, clubs and the like.

Trips, work experience, none essential school clubs and premises hire should not be planned.

4.3 Universal hygiene arrangements

Cleaning and disinfection

Cleaning	A process that physically removes contamination using detergent (such as visible dirt) this helps to remove germs (bacteria and viruses) so lowers the number of germs on a surface but does not necessarily kill them.
Disinfection	A process that kills germs on the surface they touch. To be effective disinfectant needs to be used on a clean surface

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	unless it is a combined product. Disinfectants have a calculated contact time . This is the time it takes for the disinfectant to be effective at a particular concentration. There are a number of different active ingredients in disinfectants but chlorine based disinfectants are known to be highly effective for the majority of germs.
Sanitiser	Sanitisers have combined cleaning and disinfecting properties. They need to be used twice, firstly to clean and then to disinfect.
Deep clean	This term is often used to describe a more thorough cleaning and disinfection regime, where all contact surfaces and soft furnishings are both cleaned and disinfected. Deep cleans are usually associated with outbreaks of infectious diseases associated with a particular location and help break the cycle of the infection.

You will ordinarily have a cleaning schedule in place that identifies areas for cleaning daily, weekly or periodically. You will need to review your current arrangements to ensure they are adequate for the current pandemic. Noting that COVID-19 can spread by picking up the virus from hand contact surfaces, it will be an important part of your infection control regime to ensure through cleaning and disinfection of all relevant hand contact surfaces is regularly carried out alongside the more general cleaning duties. This will include the need to increase cleaning of equipment and resources.

Staff who carry out general cleaning roles should be assured that they are not at any increased risk while they are undertaking their general duties wearing their normal personal protective equipment.

The following principles apply:

- Always follow the instructions for cleaning products and disinfectants to ensure it is effective. It is important to ensure that all of the surface has disinfectant applied and not to wipe items dry before the required contact time has been achieved.
- All touch points that are fixed to the premises (inside and out) should be identified and disinfected on a daily basis (for example: door handles, handrails, gate latches), consider areas where you may wish to clean more frequently, for example, where pupils may find it difficult to maintain personal hygiene and frequently touch shared items on the premises.
- Items of equipment such as hoists and first aid boxes must be disinfected after use.
- Equipment that is touched should be disinfected between different groups using them, for example tablets, food trays, condiment containers, PE equipment, tables used at lunchtime, outdoor play equipment.
- School transport touch points should be disinfected prior to use (vehicle keys, vehicle controls, rails, door handles and seats).
- If a surface is visibly dirty it should always be cleaned prior to disinfection. Even where you use a dual product as described in the appendix.

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- The setting will need to identify the specific cleaning methods for the items that require cleaning.
- Use disinfecting wipes on items that are touched often, you may need to go over them more than once to ensure the contact time is achieved.
- Ensure that you are using different cleaning equipment for kitchens, toilets, classrooms and office areas.
- Remove items that are difficult to clean such as wooden toys and play dough (unless staff are sure that they will not be shared).
- Showers may also be difficult to clean in between use. This will need considering in your plans.
- Resources for activities such as painting, sticking, cutting should be washed before and after use and children discouraged from sharing them.
- Increase bin provision and empty bins regularly

Handwashing arrangements

Hand washing is the other key element of the universal hygiene measures that are designed to limit the spread of the virus. If, despite implementing thorough cleaning regimes, you pick up the virus on your hands, or you have the virus and cough or sneeze into your hands, regular hand washing will reduce the likelihood of you becoming infected or passing on the infection. Handwashing therefore protects you and your friends, family and colleagues.

The risk assessment details the requirements to ensure that:

- Effective and thorough handwashing arrangements are in place, considering age and individual needs.
- Handwashing is carried out more frequently than normal including: before and after using transport services, on arrival at the setting, prior to leaving, before and after eating, after going to the toilet, after sneezing or coughing and at other intervals where it is appropriate such as after using equipment, before and after handling pupils books, using play equipment and resources.
- Handwashing is encouraged wherever possible, rather than using hand sanitiser.
- Everyone follows other universal hygiene arrangements:
 - [Catch it, Kill it, Bin it](#) - Covering your mouth and nose with a tissue or sleeve when sneezing and put used tissues in the bin straight away. Always wash your hands afterwards
 - Minimise touching hand contact surfaces with your hands as far as is reasonable and safe to do so.
 - Avoid touching the eyes, nose or mouth if you haven't washed your hands.

Washing and laundry

There is no need for anything other than normal personal hygiene and washing of clothing following a day in school. Items that cannot be machine washed should be avoided. The school may need to review their current uniform arrangements regarding items such as ties and blazers.

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4.4 Health needs

Some staff and pupils will have individual health needs that will need specific consideration in the light of COVID-19. It is important that settings take the time to consider these needs and put in place arrangements to provide appropriate support. Further advice and guidance on areas to consider for staff health and wellbeing needs is provided in *Your Health and Your Safety when working in educational settings*.

Pupil health

Pupils who are required to shield because they are extremely clinically vulnerable must not come to school.

Arrangements have been put in place to obtain clinical consent for any pupil to attend school who fall into the vulnerable category which is outlined in the COVID-19 Pupil Specific Needs Risk Assessment

Where clinical consent has been obtained for the pupil to attend school, the setting must carry out an assessment for that pupil and ensure that: they will be able to perform adequate hand hygiene, avoid close contact with others and that the setting can stringently apply all required measures to reduce the risk to them. This will include consideration of other pupils within the setting and in their group.

Pupil assessments must also be carried out where they share a household with someone who is shielding, they can only attend the setting if stringent social distancing can be adhered to, and the setting has confidence the child can follow and understand those instructions. If they cannot do this, they should be supported to learn at home.

If a pupil lives in a household with someone who is clinically vulnerable (but not shielding) they can attend the setting.

Symptoms

PHE advise that parents/carers and schools do not need to take children's temperatures before or during school. A high temperature is only one symptom of the virus and can be a symptom of many illnesses, not everyone will get a temperature and temperature can be affected by medication. It is therefore not an effective means of identifying everyone who is infected. However, it may be useful where pupils are not able to communicate their symptoms, or where due to underlying health conditions they display different signs of illness.

Staff must:

- Ensure that pupils know how to tell a member of staff if they feel unwell and specifically with the two main symptoms of COVID-19 (no matter how mild) so that staff can arrange for them to go home as soon as possible
- Be vigilant in order to respond in the event that a pupil develops symptoms

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- Be aware of the signs of illness that might be displayed in pupils that cannot communicate if they are feeling unwell
- Ask pupils about their health when they arrive at the school
- Self-isolate if they or a member of their direct household has any of the main symptoms (a new, continuous cough, high temperature/fever and/or a loss or change of your sense of smell).
- Go home if they develop symptoms, not matter how mild. Follow the COVID-19 testing and rapid response arrangements

Increased supportive measures

Individual support plans

Individual supportive actions should be developed for pupils who may be unable to report their symptoms or present with behaviour where their individual support plan requires review.

Examples of where increased supportive actions may be required:

- Where pupils cannot follow strict hygiene practices
- Pupils display behaviours that are challenging to manage in the current context, such as spitting uncontrollably
- Pupils may be less able to report symptoms
- The impact on the pupil due to unfamiliar or less familiar staff supporting them and routines being inconsistent and different to usual school routines

Suggested measures:

Where pupils are less able to report symptoms, staff should consider observable changes from the pupil being their usual self; consider also their usual responses to situations, which may be a sign of being unwell (where they are different to the norm) such as:

- Increased tiredness
- Loss of appetite
- Sweating
- Behaviours that challenge;
- Laughing or crying;
- Trying to hurt themselves;
- Becoming withdrawn or quiet
- Use preferred methods of communication available such as signing and picture cues
- Where you identify that symptoms may not be obvious, consider temperature assessments, these may assist to establish symptoms where a pupil may be less able to report them ($\geq 37.8^{\circ}\text{C}$ is considered a fever).
- Increase the support provided to pupils to increase the frequency and thoroughness of effective handwashing
- Put in place safe routines for access to toilets, hand-washing, break and lunch times
- Use simple language to explain social distancing and reiterate and reinforce key messages using teaching resources to aid understanding

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The following COVID-19 information is provided to supporting people [with a learning disability and/or autism](#) and may assist.

Pupil well-being and mental health

Consider mental health or well-being difficulties that some pupils may have experienced during their time away from the setting. Some may also have experienced bereavements or had increased/new caring responsibilities. Staff will need to consider how to support:

- pupils who have found the long period at home hard to manage
- those who have developed anxieties related to the virus
- those about whom there are safeguarding concerns
- those who may make safeguarding disclosures once they are back in schools

consideration should be given to:

- opportunities for children to talk about their experiences including one-to-one conversations with trusted adults where this may be supportive
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
- other enriching developmental activities

The different experiences all pupils will have had will play a large part in how easily they re-adapt to the setting. Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.

Guide students on how to support their peers and prevent exclusion and bullying. Work with your existing resources to identify and support students who exhibit signs of distress.

Manage behaviour as you normally would in order to encourage universal hygiene with pupils and new safety arrangements.

If safeguarding issues come to light they should be addressed using the school's safeguarding policy, which may need to be updated in light of wider opening. Headteachers should consider how they might manage any increase in referrals as pupils return to school.

Absence from school

Where a pupil is not attending school due to self-isolation this should be recorded as Code Y (exceptional circumstances). Where they are ill for other reasons this should be recorded as Code I (Illness) as normal. Where a pupil is not attending despite the school remaining open,

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they are not self-isolating and not ill for other reasons the school will need to decide if they consider this authorised absence or not depending on the individual circumstances.

Actions required where a child is attending a different setting than usual

Information should be provided by the parent or carer to the setting, including emergency contact details, dietary requirements, medical needs and any other information that will be relevant to implementing this guidance such as specific behaviours that may need increased supportive actions. The setting must ensure that support plans are developed and first aid needs are reviewed (in line with this guidance).

4.5 Communication and involvement

Arrangements must be put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. These should be formally planned and publicised. Involvement of others in this way will help to secure their support for the measures you are taking both inside and outside the setting. Staff engagement is key to achieving a positive outcome, early involvement and influence in the development of the risk assessment is strongly advised.

Information should be provided to:

- Parents regarding: measures being taken; how they can help and support the measures both inside and outside the setting e.g. through hand hygiene and social distancing; travel arrangements; what they need to do such as drop off and collection; how to arrangement meetings and additional information in relation to the revised behaviour policy.
- You should advise parents that they can wash clothing following a day at school and to not use clothing that cannot be washed in a machine
- Visitors to the setting about reception, expectations while they are on the site, which entrances and exits to use, vehicle movement and parking
- Contractors in advance of any planned visits in order to ensure that new arrangements are planned and followed
- Staff regarding their role, infection control measures and new ways of working. Particular attention should be paid to new/inexperienced staff, trainees and those with additional **significant** role changes.
- Staff regarding when and where personal protective equipment should be used where this is applicable to their role
- Staff and pupils regarding what to do if they develop symptoms

Signs and marking should be used throughout the site to support the measures being taken and provide visual cues

Managers must ensure that staff are provided with adequate information, instruction and training in order to carry out their role safely. Managers should ensure that staff are confident and understand the measures that are being applied through discussion with them.

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Meetings should be online before wider opening of the school in order to instruct staff about the new arrangements.

New resources are being developed by the HSW Team to support staff information. Please note: it is not recommended that schools buy into new training courses and e-learning, this is because the interpretation of PHE requirements may not always be an accurate reflection.

Behaviour Policy

Settings should update their behaviour policy with information about the new arrangements. The example school rules in the [Behaviour Principles](#) are available for schools to adapt for their circumstances. The policy should be shared with pupils and parents in the normal way.

A best practice approach is to ensure that sanctions are consistently imposed when rules are broken as well as positively reinforcing well-executed rules.

All information that is provided to pupils should be given in an honest and age appropriate manner. Schools will know the most appropriate means of communication with their pupils.

Championing COVID-19 measures

Schools may consider appointing Social Distancing and Universal Hygiene Champions to assist with promoting and reinforcing their requirements where it is age appropriate for them. This is a really positive way to involve pupils in the new infection control measures in the school. Pupils who carry out these new roles should be provided with areas of responsibility, for example, reminding fellow pupils about handwashing, encouraging pupils to follow new school arrangements for queuing.

This is a new suggested role. Schools must ensure that any pupil who carries out these tasks understand the arrangements and why they are important in order to promote them effectively.

Education Tools

Age appropriate education will encourage pupils to become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread of viruses.

Teachers and other staff may want to use age and developmentally appropriate ways to encourage pupils to follow social distancing, increased hand washing and information about developing symptoms.

PHE has a suite of materials that contains public health advice about how you can help stop the spread of viruses, like those that cause coronavirus (COVID-19), by practising good respiratory and hand hygiene. To access, download and share this information, you will need to register for an account. You can also use:

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- [e-Bug](#) resources to teach pupils about hygiene.
- the [Educational Settings poster](#)
- the [Coronavirus Toolkit for Professionals](#) which contains campaign materials.

Only use information to educate pupils from trusted sources such as [HR InfoSpace](#) or [Norfolk Schools](#) (which both contain the same COVID-19 information) and [Public Health England](#) in addition to reinforcing your existing educational approach to understanding infection control.

4.6 Other Considerations

Actions if a person develops symptoms and testing

A suitable room should be identified to wait in which is large enough to keep a 2 metre distance between the ill person and any supervising staff (where it is possible) for use in the event of a pupil who is awaiting collection. Where possible this room should have a toilet and handwashing facilities or ensure that they are close by. The supervising member of staff should wear a face mask during this time. It is recommended therefore that the nominated member of staff is a first aider as they will already have familiarised themselves with putting on and taking off face masks in a hygienic way (see planning for emergencies below).

If anyone becomes unwell at the school i.e. the onset of a new, continuous cough, a high temperature and/or a loss or change in their sense of smell, they should leave the premises and go home as soon as possible. In an emergency, call 999 if they are seriously ill or injured or their life is at risk.

Complex needs residential settings should refer to *COVID-19 Guidance for complex needs residential educational settings* in order to plan their response to when a pupil who is a resident becomes unwell with symptoms.

When a pupil or staff member develops symptoms, they should be sent home and advised to self-isolate for 7 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 in this scenario.

It is not necessary for staff or pupils that came into contact with the affected person to self-isolate unless they develop symptoms themselves or are advised by Public Health England to do so or the affected person subsequently tests positive. It is however good practice for them to wash their hands thoroughly after any contact with someone who is unwell.

All surfaces that the person has come into contact with whilst symptomatic must be cleaned using disposable cloths and a cleaning/disinfectant solution at a dilution of 1000 parts per million available chlorine including:

- All potentially contaminated high-contact areas such as toilet facilities if these were used, door handles, hand rails etc in the areas they visited/used
- all surfaces and objects which are visibly contaminated with body fluids

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Public areas where the person has passed through and spent minimal time in (such as corridors) but which are not visibly contaminated with body fluids do not need to be specially cleaned and disinfected.

Where there are soft surfaces such as sofas and soft furnishings that are visibly contaminated or have been in high contact these should be steam cleaned. The minimum PPE to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is that normally worn when undertaking any cleaning duties are disposable gloves and an apron. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.

The disposable gloves, apron and cleaning cloths used must all be put in a bin bag along with any tissues used by the symptomatic person. The bin bag should then be bagged again and tied. It must be kept at the premises for 72 hours and then put into the normal waste.

Where it is possible to undertake this cleaning with the school open then you do not need to close the school to do this, for example, if a specific classroom needs cleaning, pupils and staff can move to a different room while cleaning is being carried out.

If you do need to close the school to undertake the necessary cleaning or as a result of Public Health England advice, please notify NCC via:
<http://schools.norfolk.gov.uk/go/myschool>

If there is a confirmed case of coronavirus in a setting

Staff and pupils are encouraged to have testing. Where their test is negative, they can return to their setting and the fellow household members can end their self-isolation.

Where a pupil or staff member tests positive, the rest of their class or group should then 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 pupil or staff member they live with in that group subsequently develops symptoms.

Employer referral process for testing

Local testing is available to all key workers, which includes educational setting staff. The employer (the setting) needs to register with the local testing service to receive their unique employer code by emailing: NorfolkRegistercovidtesting@nuh.nhs.uk providing the name of the employing organisation, their job title and a contact telephone number.

Or if preferred you can be tested at any of the national drive-through testing centres, such as Ipswich, Stansted, Peterborough and elsewhere, then you must use the national booking service. For self-referrals, this is via <https://self-referral.test-for-coronavirus.service.gov.uk>.

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Please note:

- Testing should be in **the first three days of the onset of COVID-19 symptoms** at the time the swab is taken.
- The service will test all individuals (adult or child age 5 or over) with COVID-19 symptoms in your household.
- To visit a test centre you must attend the appointment in your own vehicle, with only the people who have COVID-19 symptoms and have arranged an appointment for testing.
- By attending a test you must agree that the test provider shares results with the setting in order to follow the appropriate course of action

Being tested means it can be established whether staff (and members of their household) have the virus, and it will help to return to work if the tests are negative. This testing is particularly helpful if someone in a household has just developed a COVID-19 symptom, such as a new persistent cough, high temperature or a loss or change in their sense of smell.

You can also follow this link to provide staff with a short video about the drive through testing process: [COVID-19 Getting Tested](#)

Contract tracing and testing

The government is developing a new national test and trace programme. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. They will play an important part in tracing the contacts of those with coronavirus, including children.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary

Specific equipment required

The additional equipment needed to implement the hygiene requirement includes:

- Increased supplies of liquid soap, disposable paper towels (if already used)
- Hand sanitiser
- Increased cleaning and disinfectant products
- Disinfectant wipes
- Additional bins where needed to dispose of tissues

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- Adequate tissues for every classroom and frequently used rooms such as dining areas.
- Personal protective equipment (for use as specified in the PPE guidance and ordering information)

4.7 Planning for Emergencies

Fire

Fire assembly points should be reviewed to ensure that pupils can assemble in their cohorted group and do not mix, separate assembly points may help in some instances to prevent gathering together.

The school should encourage social distancing as part of the fire drill. It is important to still ensure that pupils understand that they must leave without delay in an emergency.

First aid

This section should be used in conjunction with *COVID-19 First Aid Requirements*. Changes in attendance and pupil numbers will affect the level of first aid provision that you need. The following steps can be applied where first aid cover has been impacted.

Temporary changes to activity

- Establish if some activities can be avoided to lower the risk such as use of D & T machinery.
- Consider what accidents have happened in your school in the last 3 months to establish where your risks are and if you could make changes to activities to reduce the risk.

In most educational settings, the most frequent first aid events are sprains, cuts and bruises. Where you have staff who need refresher training or do not have training and need basic first aid skills they can use the [Basic First Aid Skills](#) information. The most appropriate subjects can be selected in line with your setting and risk. Please refer to the specific requirements relating to EYFS.

Staff can also then download the [first aid at your fingertips](#) app.

If you have a first aid emergency always call 999, where you will be provided with instructions from a trained responder.

Pupils and staff with specific first aid response needs

Where there is a known medical need and a requirement for specific training in relation to that need, if you cannot keep those pupils safe, despite all efforts then you should inform the parents that you cannot offer a place. Where the parent is a critical worker and want support, as they cannot make alternative arrangements, please call NCC Customer Services Centre on 0344 800 8020 who may be able to find an alternative arrangement.

Paediatric First Aid

If staff need to renew their paediatric, general or emergency first aid certificate and requalification is not possible as a direct result of COVID-19 and the related government

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guidance, the validity of current certificates can be extended by up to 3 months. This applies to certificates expiring on or after 16 March 2020.

Where children aged 2-5 are on site, settings (except childminders) will be required to use best endeavours to have someone with full Paediatric First Aid (PFA) certification on site at all times, and where this is not possible they must ensure someone with First Aid at Work or emergency PFA is on site and other measures as outlined in this guidance are implemented.

Where schools do not have a paediatric first aider, they can consider working in partnership with a local early years provider, this can include:

- Young school registered children attending an early years provider
- Staff from an early years provider working on the school site.
- Staff who have been “furloughed” by an early years provider, so are on paid leave, are able to undertake voluntary work while they are furloughed for another provider.
- Working in partnership with a local childminder
- Combining provision with an early years provider

Please note: It is important that any arrangements that are made do not mean that children younger than those the school is registered for are on the premises. The early years team can help to broker arrangements with childminders and early years settings. Please email EarlyYearsChildcare@norfolk.gov.uk and an adviser who is working with providers in your area will get back to you as soon as possible.

First aid kit

Make sure that a member of staff checks their first aid kit contents, most contents lists are held in the first aid box.

Put your first aid boxes in prominent places where you can access them easily, you will probably have more than you need in larger schools because of the reduction in attendance.

Please refer to the *First Aid requirements guidance* for details of PPE and cleaning that is required.

Planning for an emergency response

- Where possible organise for two people to be appointed to respond to any first aid event, this means that one person can call 999 and relay information from the emergency services.
- While it is unlikely that it will be needed, ensure that staff know the location of the nearest community Automatic Defibrillator

Communicating information

Ensure that staff know who will respond to first aid events, where the first aid record of treatment is kept, where first aid kits are kept. You must also review existing arrangements

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where there are staff changes and communicate information using the best means that is appropriate for your setting.

Social distancing and first aid

Please refer to the *First Aid requirements* document for further information.

5. Personal protective equipment (and face coverings)

The government have recently issued advice about when it may be appropriate to wear face coverings as more people start to move around outside their home environment.

Face coverings can help contain any droplets you produce and therefore reduce the possibility of you transmitting COVID-19 to other people. A face covering is not Personal Protective Equipment (PPE). The evidence suggests that wearing a face covering does not protect you, and the evidence of the benefit of using a face covering to protect others is also weak with the effect likely to be small.

Wearing a face mask or a face covering is not recommended in Educational Settings for general use. The most effective ways of limiting the spread of the virus are to limit contact with others in line with government advice, environmental cleaning and personal hygiene as outlined in this compliance code.

The majority of staff will not require PPE beyond what they would normally need, for example, gloves and apron when carrying out personal care, this includes where they are not always able to maintain a distance of 2 metres from others. The PPE guidance for educational settings specifies the activities where the use of PPE is appropriate, for example, when a person becomes unwell with symptoms of COVID-19. Wearing PPE requires appropriate instruction to ensure it is done correctly and safely. The inappropriate use of PPE is unlikely to afford additional protection and may introduce additional risks.

If you do not normally order any PPE and need to find a supplier you can register with a database set up by the Local Enterprise Partnership: <https://newanglia.co.uk/ppe-supplier-database/>

NCC is also developing a system to support schools to source PPE, details on how to access PPE through this route will be available soon.

Any homemade non-disposable face coverings that staff, children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands

6. Review of existing assessments

Your risk assessment should be reviewed prior to any stage of extension of operation e.g. increasing pupil numbers, extending curriculum activities, opening up facilities or planning events.