



Llywodraeth Cymru
Welsh Government

Guidance for hubs and schools: provision for children of critical workers and vulnerable children



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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

OGL

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Introduction

This guidance is intended to support the development of effective provision for children of critical workers and for vulnerable children¹. This provision may take place at a school building, a hub appointed by the local authority or for preschool age children in a registered childcare setting. This guidance has been developed to support provision developed by a school, in collaboration with a local cluster or as part of a hub with the local authority. Separate guidance on how local authorities can fund and facilitate care in registered childcare settings will be issued, with that care needing to be consistent with the National Minimum Standards for childcare. This guidance sets out key principles, informed by current practice to support national consistency. It also gives local authorities, schools and settings the flexibility to develop provision which meets their specific needs and capacity. It recognises different areas have developed different operating models to respond to the current challenge. It sets out guidance and support to:

- Run provision
- Ensure appropriate measures for hygiene and social distancing
- Support the well-being of children and staff

This guidance is intended to help ensure provision is safe for staff and children, maintaining social distancing wherever possible while supporting well-being. Local authorities and trade unions have also developed guidance and support and staff should consider this as well.

Under regulation 6A of the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 (the “Coronavirus Regulations”)², a person responsible for a workplace is required to take all reasonable measures to ensure that a distance of 2 metres is maintained between persons on particular premises. This includes schools and hubs. This guidance has been developed to support schools and hubs to develop and maintain reasonable measures in an educational context. The guidance provided in this document in relation to ‘reasonable measures’ is issued under regulation 7A of the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020³.

¹ The definition for both critical workers and vulnerable children is included below

² The Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020/353 came into force at 4pm on 26 March 2020. They were subsequently amended by the Health Protection (Coronavirus Restrictions) (Wales) (Amendment) Regulations 2020/399, which came into force at 12.01 on the 7 April 2020. A consolidated version of the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020/353 <https://gov.wales/sites/default/files/publications/2020-04/the-health-protection-coronavirus-restrictions-wales-regulations-2020-as-amended.pdf>

³ Regulation 7A of the Health Protection (Coronavirus Restrictions) (Wales) Regulations 2020 provides that a person subject to a requirement or restriction in—

(a) regulation 4(1) as it applies to workplace canteens,

(b) regulation 6(1),

(c) regulation 6A(1), or

(d) regulation 7(1), (3), (4A) or (5),

must have regard to guidance issued by the Welsh Ministers about reasonable measures to be taken to ensure that a distance of 2 metres is maintained between persons.

Context

The response to COVID-19 has dramatically changed our lives.

Both adults and children face very real and pressing challenges to their health and well-being. The risk of infection, the prospect of bereavement and restrictions on leaving home place strain on our physical and mental health and our relationships. Children in particular may struggle with lack of routine; disruption to their learning and isolation from friends. Likewise, staff will face specific pressures adapting to their evolving role.

Schools and childcare are cornerstones of communities, providing much more than education. It takes a community to raise a child and that statement has never been more relevant.

This provision is an essential part of the effort to respond to the huge challenge of COVID-19. Our response to this crisis depends upon critical workers being able to continue their roles. It also depends on this provision being a safe place for children who are vulnerable or cannot be left safely at home.

Your role in this provision is therefore critical and central to keeping these vital services running. In this time of national need, our school and childcare community has already stepped up and met the challenge. As practitioners, both individually and collectively, you are invaluable to our efforts as a nation in the defence of our health.

As the Minister for Education, Kirsty Williams has said, “You are already our everyday heroes. But now in this time of national need – in supporting the fight against coronavirus – you are national heroes.”

Organising provision

The aim of this provision is to establish a safe place to enable staff to care for vulnerable children and the children of critical workers. The key message is that if a child cannot be cared for safely at home, then provision needs to be made available.

The provision may take place at a school building or it may be at another appropriate location appointed by the local authority.

Schools and hubs should consider the local context and communities and how these can be best supported. Existing and new relationships will underpin effective organisation and operation of the provision, including collaboration with local authorities and consultation with trade unions.

Ensuring provision operates in line with guidance on social distancing and hygiene is critical to its success.

Opening hours

It is expected that the provision should reflect the reasonable needs of critical workers and that working patterns may change over time. Working with their local authority and schools, hubs will need to gauge and monitor the levels of demand. An understanding of the needs of frontline health, social care and emergency services in the local area should be a key consideration to assessing potential demand but the needs of all critical workers should be considered. This may need to include weekends and bank holidays.

Local authorities, schools and hubs should be mindful that many critical workers would otherwise make use of wraparound provision to care for their children. Given that this will not be possible, the provision is highly likely to need to extend beyond the normal school day and include weekend provision if required.

The nature of the COVID-19 public health emergency is fluid and its full scale and duration is still uncertain. The provision will need to be flexible to respond to changes in local demand. The most common approach across local authority areas is currently 8 am to 6 pm. Any approach to opening hours should of course remain flexible and responsive to reasonable local demand.

It is not expected that this provision as structured would be appropriate for late evening and overnight care. If demand requires this, Welsh Government will work with local authorities to address this need.

Staffing

The provision is likely to be both:

- **in schools buildings**, making provision for a school's own learners and using their own staff or
- **in hubs**, which may be based in a school building but will cater for a range of children and draw from staff from across a local authority.

Operation

The strategic and overall responsibility for the delivery of hubs will lie with the local authority recognising the wider responsibilities these entail. This should include setting requirements for leaders responsible for the operation and delivery of the hub and supporting them to ensure these responsibilities are met. It is expected that local authorities will work with a range of school leaders as key partners.

The provision should have clear day to day leadership. If single schools are responsible, this would be the school leadership. In hubs, this will need to be established in agreement with the local authority. Arrangements need to recognise staff well-being: day to day leadership and maintenance of provision should not always be provided by the same individual under extended opening hours and any rotas should reflect this.

We do not envisage that school Governing Bodies will have a significant role to play in the governance of Hub arrangements at present, other than providing support for the head teacher to manage the school on a day to day basis.

Staff should be given clear expectations of their role and duties. Their well-being and safety are important in their own right, as well as critical to the functioning of provision and the care of children. They should be reassured, and understand how the guidance will help keep them and their families safe. The numbers attending the provision, as well as the social distancing measures in place will greatly reduce social mixing and so significantly reduce the risk of transmission

Staff attendance

Any member of staff who falls into the shielding category or those who fall into the stringent social distancing categories should not be expected to work in either a school or hub. Definitions are set out in Annex A. Where a member of staff lives with someone who is vulnerable, we would expect employers to take account of this. In doing so, they should consider the severity of the individual case and the expected levels of attendance. Leaders should work with local authorities in clarifying queries relating to staff attendance.

Supporting provision

When at the school or hub, staff should be placed as consistently as possible with the same children to minimise the risk of infection. However, this may not be possible if staff and children numbers decrease significantly. Staff should be enabled to have regular breaks during their time at the setting. Rotas of staff, including leaders attending the school or hub should also ensure breaks for well-being, especially over holiday periods and factor in that staff may need to self-isolate. The resourcing of provision will need to be equitable and mindful of the burden on staff both in terms of the length of shifts and the number of days in attendance.

For younger children and children with additional learning needs / special educational needs (whether or not the child has a statement of special educational needs), provision should seek to reflect the importance of having staff familiar to them to help them feel safe and secure. These staff will best understand children's needs. This may not always be possible if it overburdens certain members of staff.

It is important that staff are made aware of all relevant information about children they are responsible for. This will require collaboration between the hubs, children's schools and the local authority to ensure staff responsible are aware of relevant additional learning needs / special educational needs, behavioural issues and other needs and issues and understand how these should be supported. This may require broader conversations with other services to ensure that children's needs can be met and that they do not present a risk to staff or other children.

While effective safeguarding arrangements are the highest priority, where personal data is being processed or shared, local authorities will need to ensure that this processing is compliant with the General Data Protection Regulations. Staff from schools may need to be supported by additional capacity from, supply teachers and the local authority with staff with DBS checks, such as sports development officers and youth workers. Local authorities should identify available staff from services and known local volunteers. Staff should have the appropriate skills and background for working with children and be covered by safeguarding checks.

It is critical that provision is supported by catering, cleaning and caretaker teams. These staff play a crucial role in the effective and safe running of schools. Practical issues must also be addressed such as who is responsible for opening and closing hubs. The provision may also be supported by staff who can support well-being, such as education and child psychologists and school counselling.

The number of children and staff present should allow social distancing measures to be observed. The intake of a school or hub should always allow children and staff to be safe; to maintain social distancing and to minimise the risk of transmission. The exact capacity will depend on the building size and layout and the availability of staff. Depending on these factors, and considering local authorities' current approaches we would currently expect the maximum capacity to be between 10% and 20% of the building's usual capacity.

These children and staff should be dispersed rather than concentrated in the building(s). Schools or hubs should work with local authorities to agree ratios, taking into account the availability of staff and the building layout. As an illustration, a number of local authorities have indicated appropriate staff to children ratios. These include 2:8; 2:10 and 1:5 plus one additional staff member.

Eligibility and attendance

The number of children and staff needs to allow social distancing to be observed in line with the requirements. If the numbers within a provision mean this is a concern, staff should work with their local authority to address this. Any children showing symptoms of COVID-19 should not attend the provision and remain at home for 7 days. Any children living with someone showing symptoms of COVID-19 should not attend the provision and remain at home for 14 days from the day the first person become ill. This will require an ongoing dialogue with parents/carers.

If they are not self-isolating, children eligible for care who cannot be cared for safely at home should not be turned away. Local authorities should work with staff to

ensure contingencies are in place in case the provision does not have capacity to respond to any increasing demand.

Children who live in the same household should, so far as possible, be accommodated for on the same site, though this may be affected by the age range of the provision. This makes transport easier for parents/carers and reduces social mixing which is important in reducing transmission of the virus.

The provision will need to have a clear process for registration and managing and recording the arrival and departure of children, especially in the case of vulnerable children. This will need to be considered as part of a school or hub's risk assessment. Further support on risks can be found in Annex B.

Children of critical workers

Provision should be made for the children of critical workers who cannot be safely looked after at home. Critical workers may be able to make provision for their children, especially where a family member is staying at home. Children should not be left in the care of people who they do not live with or who are identified as in the 'at risk' category for COVID-19.

It is expected that if one parent/carer is not a critical worker they would take responsibility for looking after their child or children at home. However, it is not a requirement that both parents/carers are critical workers in order for children to access the provision. Flexibility is required to recognise the different circumstances of families.

Staff should be mindful that critical workers may not require children to be cared for regularly and that the attendance of each child will differ according to a parent/carer's shift patterns and other care arrangements they can put in place. Staff should work with parents/carers so there is clear understanding what provision is needed for each child.

Staff should work with their local authority to ensure plans are in place to respond to fluctuations in numbers, especially if the rate of transmission and severity of cases in an area increases demands on critical workers.

A 'critical worker' is someone whose work is critical to the COVID-19 response or works in one of the critical sectors listed below:

Health and social care – this includes but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare – this includes nursery and teaching staff, social workers and those specialist education professionals who must remain active during the COVID-19 response to deliver this approach.

Key public services - this includes those essential to the running of the justice system, religious staff, charities and workers delivering key frontline services, those responsible for the management of the deceased, and journalists and broadcasters who are providing public service broadcasting.

Local and national government - this only includes those administrative occupations essential to the effective delivery of the COVID-19 response or delivering essential public services such as the payment of benefits, including in government agencies and arms' length bodies.

Food and other necessary goods - this includes those involved in food production, processing, distribution, sale and delivery as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines).

Public safety and national security - this includes police and support staff, Ministry of Defence civilians, contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the COVID-19 pandemic), fire and rescue service employees (including support staff), National Crime Agency staff, those maintaining border security, prison and probation staff and other national security roles, including those overseas.

Transport - this includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the COVID-19 response, including those working on transport systems through which supply chains pass.

Utilities, communication and financial services - this includes staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure), the oil, gas, electricity and water sectors (including sewerage), information technology and data infrastructure sector and primary industry supplies to continue during the COVID-19 response, as well as key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services), postal services and delivery, payments providers and waste disposal sectors.

Those included in the definition of critical workers will be kept under review.

Vulnerable children

Every child who can be safely cared for at home should remain at home. Only where there is no safe alternative should provision be made in schools or other settings.

For the purpose of provision in schools and/or registered childcare settings, vulnerable children include those with a social worker and with Statements of special educational needs. The most vulnerable of these should be prioritised by local authorities according to children with most need for the provision.

For the purpose of the provision, those who have a social worker include children with care and support or support plans, children on the child protection register and children who are looked after.

Local authorities will work with schools and hubs to help identify the children who most need support at this time. Both the provision and staff should be equipped to support the needs of all children in attendance.

Older children

Children who are safe to stay at home should do so. Older children of critical workers will not require use of the provision if they can be left at home unsupervised. Children of any age must not be left unsupervised at home if it places them at risk or is likely to cause them unnecessary suffering or injury to health.

Decisions on whether a child can be left safely at home are a matter for parents.

The law does not give an age when a child can be left on their own, but it is an offence to leave a child alone if it places them at risk. Parents will need to use their judgement on how mature their child is before they decide to leave them alone.

The National Society for the Prevention of Cruelty to Children (NSPCC) says:

- children under 12 are rarely mature enough to be left alone for a long period of time
- children under 16 shouldn't be left alone overnight
- babies, toddlers and very young children should never be left alone

Parents can be prosecuted if they leave a child unsupervised 'in a manner likely to cause unnecessary suffering or injury to health'.

Transport

The provision should be accessible to children, with an expectation that children are transported to and from the settings by independent means. However, families of both vulnerable children and critical workers may not have an alternative mode of transport and a lack of school transport may stop children from attending and stop critical workers being able to work. Critical workers may also have a significant commute to their place of work.

Local authorities will work with schools and hubs to consider what provision may be reasonable for addressing barriers to access, though this will be by exception and at the discretion of the school and/ or local authority.

If transport is provided, this should ensure safety and social distancing measures are maintained at all times. Clear systems should be in place to ensure that children access the correct transport and are taken home safely.

Organising activities for children

Staff will already be developing high quality activities for children. The provision is intended to ensure children are safe and actively occupied and the activities developed by staff are not intended to substitute school learning. In continuing to develop provision, this should include activities which:

- Promote children’s enjoyment through play
- Provide routine and balance (including learning, playing and relaxing and limitation of screen use)
- Provide developmentally appropriate opportunities that support a child’s physical, mental and emotional well-being.
- Allow children to express and raise mental well-being issues.
- Maximise use of outdoor spaces, whilst maintaining the social distancing guidance below
- Support other broad learning experiences, such as singing, drama or art.
- Promote a better understanding and practice of social distancing.
- Support understanding and practice of hygiene in line with guidance, e.g. handwashing

Staff should be free and wherever possible, enabled by equipment, to use online resources to develop activities.

In developing activities for children to understand hygiene and social distancing, staff may want to consider the activities outlined in the World Health Organisation’s [guidance](#).

Staff should consider resource implications for any activity undertaken, and the handling of these resources should adhere to public health guidelines. Resources would include but are not limited to toys, paper, stationery, paints etc. Insofar as possible, objects should only be handled by one child and thoroughly cleaned before and after use. The transfer of objects between the school or hub and elsewhere should avoided unless necessary.

Continuing learning remotely

Children should be provided opportunities for learning and teaching remotely by their usual school. Schools and hubs should ensure that as learners, children are able to access and undertake this learning during their time in the provision, as they would if they were at home.

Social distancing and hygiene

Effective provision will need to embed social distancing and hygiene across its operations. Staff must have regard to the guidance in this section on social distancing which gives guidance in schools and hubs on their duty to social distancing under the Coronavirus Regulations. Provision also requires careful consideration of the guidance below and other national guidance on hygiene.

The guidance in this section has been developed not only to help schools and hubs keep staff and children safe and well, but also their families: safety measures help ensure that the chain of infection is broken.

This guidance is intended to ensure provision is as safe as possible for staff and children. Social distancing, hygiene and self-isolation of those showing symptoms or living with someone showing symptoms will minimise the risk of transmission of infection. While staff may feel apprehensive about the risks, it is important to remember that with adherence to guidelines, provision can be made far safer.

Hygiene

Staff should also draw on Public Health Wales' [guidance](#) on infection prevention and control.

Attendance

No one (including staff, children, parents/carers or visitors) should be allowed to attend if they are displaying any symptoms of COVID-19. Entrance and exit to the site should be controlled and visitors should be limited to essential only. The most common symptoms of coronavirus (COVID-19) are recent onset of:

- new continuous cough and/or
- high temperature

Anyone displaying symptoms should stay at home for 7 days. Anyone who lives with someone displaying symptoms but remains well should stay at home for 14 days from the day the first person became ill.

The present advice is that it is not necessary to screen children's temperatures. The child's parents/carers will be able to check their temperature. In any case, screening will not identify all cases of COVID-19 and the means of checking temperature may put staff at greater risk of transmission. We will keep this under review. Staff should of course be vigilant for changes to children's temperatures and signs of fever. No child with symptoms should be sent to the provision at all and it is vital that parents are encouraged to act accordingly.

Children or staff showing symptoms

Staff should have clear procedures if children or staff begin to show symptoms on sites. These need to be fully understood by staff and parents. Children/staff showing symptoms should be kept separate until they can be collected and taken home. Ideally, this should be in a separate room, supervised at a distance of 2 metres. If they need clinical advice, they (or a member of staff or their parent/carer) should go

online to [111 Wales](#) (or call 111 if they don't have internet access). In an emergency, staff call 999 if they are seriously ill or injured or their life is at risk. They should not visit the GP, pharmacy, urgent care centre or a hospital. Anyone showing symptoms should use separate toilet facilities if possible. These should be disinfected before being used by anyone else. It is important that separation or isolation should be done without creating stigma.

Surfaces that children or staff with symptoms have come in contact with should be carefully cleaned. Further UK Government guidance on cleaning an area when someone has shown symptoms of COVID-19 can be found [here](#).

Personal hygiene

Staff should ensure that all staff and children regularly wash their hands. They should be washed with soap and water for at least 20 seconds. Staff should also ensure that staff and children understand effective handwashing techniques. Regular handwashing should include on arrival and when leaving the school or hub; before and after handling food; before and after handling objects and equipment that may have been used by others; where there has been any physical contact and after people blow their nose, sneeze or cough.

Handwashing is preferable to the use of hand sanitisers. Hand sanitisers with at least 60% alcohol may need to be installed if handwashing is not practicable. This could be for instance at entrances to the school or hub. When positioning sanitiser, this should consider children's safety.

Children and staff should cough into their elbow. Staff and children, insofar as it is possible, should be encouraged not to touch their face, especially when using a tissue or elbow to cough.

Staff can discuss the supply of hygiene and cleaning products with their local authority. This will need to account for availability and the prioritisation of equipment. The handling of objects between individuals, including staff, parents/carers and children, should be minimised. Handling of objects by multiple individuals without cleaning is avoided.

[Guidance](#) sets out that gloves and an apron should be used when cleaning areas where a person suspected of having COVID-19 has been. Where social distancing cannot be maintained and there is direct contact, a risk assessment should be put in place and this should consider where the use of gloves and an apron is required. Beyond this, it is important to note [Welsh Government](#) currently recommends more extensive use of personal protective equipment (PPE) for health and social care workers. This means that at present, following the hygiene and social distancing measures continues to be appropriate for staff in schools and hubs. This will be monitored and updated as required.

Cleaning

The building will need to be cleaned regularly and at least once a day. Hard surfaces should be cleaned with warm soapy water and then disinfected with the cleaning products normally used. Particular attention should be given to clean 'high-touch'

areas and surfaces, which should be cleaned more frequently than normal, including bathrooms, railings, tables, toys, equipment and door handles.

Tissues should be placed in a separate waste bin and disposed of safely. All rubbish should be removed daily.

If any waste is suspected of being in contact with someone showing symptoms of COVID-19, it should be placed in a waste bag, held in a secure place for 72 hrs then disposed of as other waste is.

Cleaning staff should fully understand the cleaning requirements and hubs and schools should work with local authorities to ensure that they have appropriate training, products and equipment being available in a timely manner.

Building

The air flow and ventilation should be increased where possible, including opening windows and using air conditioning where possible.

Handling of equipment and possessions

The transfer of possessions between the school or hub and home should not occur unless absolutely necessary. The use of equipment and toys which require tactile contact should be minimised or used differently so handling by multiple people without cleaning is avoided. Where used, it should be cleaned after each person handles it.

Social distancing

Transport and arrival

Where transport is required, this should ensure children are appropriately socially distanced.

Staff should consider how social distancing can be ensured on arrival and collections. Parents should not gather closely outside. Arrival and release of children may need to be staggered to avoid this.

Use of space

Rooms should be large enough to ensure social distancing in line with guidance. Numbers in each should reflect staff available and be kept as small as possible.

Staff and children should stay 2 metres away from each other. Seating arrangements, games and activities should be remodelled to ensure this and to minimise physical contact.

To help social distancing, staff should consider as many activities outside as practicable. This will require children to have weather appropriate clothing.

Wherever possible, shared rooms for different groups should be avoided. Staff and children should use the same room for activities and, if deemed practical for meals also, or close by. This avoids risk of transmission from room to room and keeps the number of people each person comes in contact with to a minimum. If there is no

option but to eat meals in a different shared space, mealtimes should be staggered to avoid overcrowding.

Practical implications

Ensuring strict hygiene and social distancing among children will be a challenge, especially for young children and those with additional learning needs/ special educational needs. Of course, this recognises that in some circumstances, there will be instances where it may not be reasonable or appropriate to maintain this degree of social distancing. Staff will need to promote and model behaviours in line with guidance including regular handwashing, creating space and avoiding unnecessary physical contact.

Staff should also be creative in supporting children to understand and follow these principles.

Staff can use **e-Bug** resources recommended by the National Institute for Health and Care Excellence to help children of all ages understand hygiene.

Ensuring the well-being of children and staff

Staff will be very much aware of the needs of children, fellow staff and their families, who will be under additional emotional, financial and psychological pressure at this time. This cannot be overstated. Children are more likely to be anxious and their health and well-being are likely to be impacted by a change of routine and the implications of lockdown. Over time, children and staff are more likely to encounter instances of serious illness and bereavement.

Local authorities will work with staff to consider how best support the emerging well-being needs of children at this time.

For the safety and well-being of staff, children and their families, it is also crucial that services are delivered in a way that is consistent with the expert scientific advice provided.

Health and Well-being

The approach to health and well-being should recognise that both staff and children will need to be supported in the current circumstances. Planning, timetabling and the physical surroundings should all be taken into account. The focus on health and well-being should include opportunity to:

- support all aspects of staff and children's physical health and well-being
- support staff and children's mental and emotional health and well-being
- develop strong, healthy relationships which are key to our health and well-being.

Staff should be particularly aware that for some children, the school or hub may be an unfamiliar environment. Supporting them to feel comfortable and safe and their health and well-being should be a key priority.

Staff should encourage children to discuss their questions and concerns. Children should recognise that it is normal that they may experience different reactions and encourage them to talk to staff if they have any questions or concerns especially around the COVID-19. Information should be provided in an honest, developmentally appropriate manner.

The school or hub should be alert to identify and support children and staff who exhibit signs of distress. Pastoral care and bereavement support should be put in place.

Staff may wish to consider providing time for reflection to support children's health and well-being.

Staff should be mindful of the physical environment and how this can be managed to support the health and well-being of children and staff, for instance, keeping windows open to let in fresh air and ensuring natural sunlight.

For staff, the development of provision will need to consider the impact on their health and well-being and their work-life balance. There should be clear routes by which concerns can be raised with management and leadership. Clear support

mechanisms should be put in place, for example access to Employee Assistance Programmes and to [Education Support Partnership](#). Timetabling and rotas should support staff's well-being and they should be given regular welfare breaks. This should also provide contingency so that staff are able to step back from provision if this is needed to protect their well-being.

Physical Activity

It is important that children and staff have access to physical activity each day, ensuring social distancing is observed. This physical activity is especially important where children's activity will be limited due to lockdown.

Catering

Provision should consider whether to provide breakfast, lunch and possibly dinner as the length of care requires. Snacks may also be required. If at all possible, food should be served in the rooms where children are being cared for. This minimises the risk of transmission of infection. The area should be cleaned according to guidelines after eating. Staff should ensure that social distancing is maintained at mealtimes and children should be sat 2 metres away from each other.

The school or hub may wish to consider providing meals for staff also in order to minimise objects being transferred from and to the building.

Local authorities and leadership should work with food providers and suppliers to ensure the utmost rigour in hygiene including preparation, consumption and disposal. Food should not be shared. Any snacks should be separated clearly to avoid this. Lunch and break times could be staggered to support social distancing. Where breakfast and/or lunch is provided, if possible, the provision should deliver those meals based on the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013. Those meals should be designed to reduce access to food and drink high in fat, sugar and salt, and increase the take up of fruit and vegetables and oily fish.

Other food and drink provided during the day should also be based on the **food and drink requirements** of those *Regulations*.

If provision includes making food or drink for lunch, catering and dietetic services should be made aware of this during the planning stage and be consulted regarding consistent messages and compliance with the Regulations.

Emergencies, accidents and first aid

Provision should be supported by appropriate risk assessment, considering appropriate contingencies in case of emergencies. More support on identifying risks that arise from this provision can be found in **Annex B**. Staff should be fully aware of emergency and evacuation procedures.

The provision should have named members of staff qualified in First Aid. A qualified first aider should always be present at the provision. Schools and hubs will need to ensure that there is clear contingency in case the designated person is unable to be

present. It may also be necessary to identify training needs in this respect. There should be clear procedures in case of accidents.

Safeguarding

All staff should be fully aware of the agreed safeguarding procedures in place in the setting and be aware that the statutory safeguarding guidance Keeping Learners Safe continues to apply. Staff should wear ID badges from their home school at all times.

Staff may be working in a new building and/or with new people and with children, they do not know. It is important that while people from different agencies and settings work together, everyone has the same information about what to do if they are worried that a child may be at risk of harm, abuse or neglect. Some practitioners on site will be experienced in responding to safeguarding concerns but some may be less confident about how to respond under new working arrangements.

All settings should appoint a designated safeguarding person (DSP), settings should use the attached poster (above) and display it in a prominent position so that everyone in the service or building can be clear on who the DSP for the day is. This person may obviously change as and when people need to self-isolate.

Safeguarding children is a critical area of business for Social Services and Emergency and Duty teams will remain in operation to receive calls about children at risk of harm, abuse or neglect. Further information can be found at [Information sharing to safeguard people](#) / [Reporting a child at risk](#)

The contact information for local authority Social Services are available via the Safeguarding Board websites:

Cardiff and the Vale Safeguarding Children Board

<https://www.cardiffandvalersb.co.uk/children/contact-childrens-board/reporting-concerns/>

CYSUR/Mid and West Wales Safeguarding Children Board

<https://www.cysur.wales/contacts-and-useful-links/reporting-concerns-child/>

Cwm Taf Morgannwg Safeguarding Children Board (see right side of page)

<https://www.cwmtafmorgannwgsafeguardingboard.co.uk/En/ChildrenYoungPeople/ChildrenYoungPeople.aspx>

Gwent Safeguarding Children Board

<https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

North Wales Safeguarding Children Board (see footer of page)

<https://www.northwalessafeguardingboard.wales/about/>

West Glamorgan (Western Bay) Safeguarding Children Board

<http://www.wbsb.co.uk/4476>

Annex A: people at increased risk of severe illness from COVID-19 or who are deemed as ‘extremely vulnerable’

This annex sets out categories of people who are:

- at increased risk of severe illness from COVID-19 and should be stringent in following social distancing guidelines or
- are deemed as ‘extremely vulnerable’ and should be shielding.

People falling into these categories should not be expected to work in this provision.

People at increased risk of severe illness from COVID-19

The source of this guidance can be found [here](#).

This group includes those who are:

- aged 70 or older (regardless of medical conditions)
- under 70 with an underlying health condition listed below (i.e. anyone instructed to get a flu jab as an adult each year on medical grounds):
 - chronic (long-term) respiratory diseases, such as [asthma](#), [chronic obstructive pulmonary disease \(COPD\)](#), [emphysema](#) or [bronchitis](#)
 - chronic heart disease, such as [heart failure](#)
 - [chronic kidney disease](#)
 - chronic liver disease, such as [hepatitis](#)
 - chronic neurological conditions, such as [Parkinson’s disease](#), [motor neurone disease](#), [multiple sclerosis \(MS\)](#), a learning disability or cerebral palsy
 - diabetes
 - problems with your spleen – for example, [sickle cell anaemia](#) or if you have had your spleen removed
 - a weakened immune system as the result of conditions such as [HIV and AIDS](#), or medicines such as [steroid tablets](#) or [chemotherapy](#)
 - being seriously overweight (a BMI of 40 or above)
- those who are pregnant

People deemed as extremely vulnerable

The source of this guidance can be found [here](#).

People in this group include:

- Solid organ transplant recipients
- People with specific cancers:
 - People with cancer who are undergoing active chemotherapy or radical radiotherapy for lung cancer

- People with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
- People having immunotherapy or other continuing antibody treatments for cancer
- People having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
- People who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
- People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe Chronic Obstructive Pulmonary Disease (COPD)
- People with severe single organ disease (e.g. Liver, Cardio, Renal, Neurological).
- People with rare diseases and inborn errors of metabolism that significantly increase the risk of infections (such as Severe Combined Immunodeficiency (SCID), homozygous sickle cell).
- People on immunosuppression therapies sufficient to significantly increase risk of infection.
- People who are pregnant and children up to the age of 18 with significant heart disease, congenital or acquired.

Annex B: Assessment of risks

This Annex sets out a number of identified risks to the operation of Hubs throughout the COVID-19 pandemic, and provides some examples of possible mitigation activity and actions which have been identified by some local authorities. This is not intended to be an exhaustive list of risks, nor is it intended to substitute school/hubs own risk assessments.

Risk	Description	Possible Mitigation
Cleaning and Sanitising	If areas are not regularly cleaned and sanitised, then there is a risk of the virus spreading.	Ensure adequate cleaning arrangements are in place - current guidance advises the use of normal cleaning products. Wash hands following any cleaning activity. Where cleaning products are used wear appropriate PPE (eg vinyl or nitrile gloves and aprons). Wear goggles if decanting chemicals where there is a risk to splashing in the eyes.
First Aid	Ensuring arrangements are in place for first aid support and availability.	Account for availability of trained first aiders or emergency personnel. Provisions should be fully stocked and monitored. Accident forms completed where required.
Building and property maintenance	If regular building inspection, maintenance, servicing and testing does not continue at this time, then there are a number of risks posed to health and safety of children and staff.	Maintain building. Any areas presenting increased risk to children to be isolated. Lock all required doors including chemical/cleaning storage, electrical distribution cupboards and high risk areas/rooms isolated. All outdoor building maintenance to be co-ordinated with the head teacher/ lead responsible for the school/ hub to ensure segregation from children and staff (eg grass cutting). All contractors to report to reception prior to the start of any work.
Symptomatic Children	If there are not arrangements to	Ask parents to check children for symptoms prior to entry.

entering the hub	ensure symptomatic children do not get admitted to the hub, then there is a risk of the virus spreading to those who attend.	<p>Consideration of guidance in this document, and wider including Coronavirus (COVID-19): implementing social distancing in education and childcare settings and more general guidance on social distancing.</p> <p>Everyone to wash hands upon entry.</p>
Children becoming symptomatic while at the hub	If arrangements are not made swiftly once a child displays symptoms at the hub, then this could result in the virus spreading to all those in attendance.	<p>Have appropriate plans in place for if any person displays the above symptoms of COVID-19. The latest guidance for educational establishments should be followed at all times.</p> <p>Staff should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Ensure staff developing symptoms at a hub go directly home and follow national stay at home and social distancing guidance.</p> <p>Ensure children in the care of the school/hub that feel unwell or who may become symptomatic of COVID-19 are isolated.</p> <p>Follow procedures for contacting their parent/ carer using the emergency contact numbers provided at registration.</p> <p>Arrangements must be made for the child to be collected and taken home into isolation.</p> <p>Parents should be reminded to follow current national advice in relation to stay at home https://gov.wales/stay-home-guidance-households-possible-coronavirus</p> <p>The child should be excluded from that point and observe national guidance</p> <p>Current national guidance advises that if a member of staff has</p>

		<p>helped someone who was taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves</p> <p>Staff should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>Ensure staff developing symptoms at a hub go directly home and follow national stay at home https://gov.wales/stay-home-guidance-households-possible-coronavirus and social distancing https://gov.wales/coronavirus-social-distancing-guidance guidance.</p>
Person-to-person transmission	If care is not taken to reduce the impact or likelihood of person to person transmission, then the virus could spread to others.	Maintain social distancing practices at all times. Follow guidance on how to achieve this. Coronavirus (COVID-19): implementing social distancing in education and childcare settings . Social hygiene to be reinforced throughout the day. Regular hand washing. Segregate class groups, and stagger lunch, breaks, and time outdoors. Activities including learning, play, and eating, should all take place 2 metres apart.
Dermatitis	If staff are washing hands more frequently, there is an increase to the risk of dermatitis.	Moisturising creams to be used periodically – to be provided by staff for personal use.
Lack of Hand Sanitiser	If there is not enough hand sanitiser in the Hub, then many of the risk mitigation actions cannot be made, and this impacts the likelihood of the virus spreading.	Stocks of hand sanitiser at the hub must be monitored at regular intervals to ensure that stocks do not run out. Request / replace stocks when they are running low, not when they have run out. If stocks of hand sanitiser have run out, ensure there is adequate soap and running water that can be used instead. Have hand wipes available to use. As a last resort.

Play Activities	If play activities are not distant, or sanitised, then the virus could spread between children.	_Avoid play equipment which requires frequent or high level of shared use. Stagger class groups play times and areas. Regular cleaning and sanitisation. No contact activities or sports. Social distancing observed as far as possible.
Staff supervision levels	If supervision levels are not maintained as appropriately as possible, then this presents number of risks to both health and safety, as well as the virus spreading.	Ensuring staff levels are appropriate, as far as possible, whilst maintaining safety of children. Rotas. Back-up staff. Consideration of first-aid training of staff. Redeploy staff and need to be flexible where possible.
Safeguarding / Child Protection	Assessing ongoing requirements for safeguarding and child protection.	Standard procedures to be observed. Appropriate security arrangements on-site. Staff rota and levels to take account for security arrangements. Ensure children are not allowed out of the hub unattended at the end of their stay. Children to be collected one at a time by the parent / guardian. Children cannot leave the facility unless collected by an agreed adult Operate an official reception area to intercept potential strangers / visitors looking to gain access to the hub. All staff/volunteers/supervisors to have valid DBS clearance.
Poor behaviour - Bullying / Verbal or physical abuse	Consideration of impact of poor behaviour; bullying, or abuse of another child or a member of staff, and clear on action to take in response to this.	Clear policies in place, and all staff, children, and parents aware. Adequate supervision levels. Staff familiar with children where possible. Consideration of appropriate placement of children for their care, or to meet their needs.

Manual handling, furniture, food deliveries, sport equipment etc.	Consideration of arrangements for staff in the hub for manual handling, to prevent the risk of injury.	Do not lift or carry items that are too heavy, awkward or unwieldy, ask for assistance. Do not carry loads for long distances, use trolleys etc. If manual handling training has been provided to staff or volunteers use this group of people to manage the loads in the first instance. Only move, lift or carry if there is an essential need to do so. Take care to check for sharp edges or finger traps, wear heavy duty gloves and only handle equipment by its carrying handles etc.
Slips, trips and falls	Consideration of policies and procedures to address minor injuries in staff and children.	Review all related policies. Check all equipment before use. Appropriate footwear for staff. Emergency cleaning of spills procedures in place. Enhanced cleaning of high-contact areas.
Prescription medicine	If staff are not equipped and aware of how to safely administer prescription medicine to children, this has risks not just limited to the immediate health risks of the child.	Regular cleaning and contamination before and after medicine is administered. Staff from each individual school to liaise with parent/carer/child to ensure availability at the hub setting
Fire	Consideration of fire safety preparedness and procedures	Isolate areas of the building not being used for the hubs. All staff and children to be given induction which covers fire safety procedures. Fire marshals designated and on staff during rota system. Fire alarm checks to be carried out as usual. Review and revise procedures for emergency evacuation.
On-site traffic	If vehicles entering and exiting the premises are not managed in a way which maintains social distancing measure, then there is a risk of the virus spreading	This will need to be managed by each location to meet individual needs, monitored on an ongoing basis.

	between individuals.	
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