Part of
Education and childcare during coronavirus

Guidance
Protective measures for holidays and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak

Updated 28 September 2020

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Main changes to guidance

We have updated this guidance as follows:

- amended guidance to remove references to summer now that all schools have reopened for the autumn term
- updated the section on venue-specific guidance throughout and created a new section on managing food and drinks in addition to the previous section on cleaning
- updated the and trace section to reflect aspects of the NHS COVID-19 app

About this guidance

Providers across community activities, holiday clubs, breakfast or after school clubs, and other out-of-school settings provide services to children so that we can allow to open both outdoor and indoor provision provided that they follow the relevant guidance to ensure children and staff are kept safe.

We recognise the important role out-of-school settings play in providing children with a place to learn, play, and socialise with their peers and friends outside the mainstream school environment. We also recognise the significance of these settings in providing additional childcare options to parents and carers.

We are aware many providers have reopened and put safety measures in place to ensure children can safely return to their setting, and we want to encourage more providers to do so. We want to ensure that children can access the support they need to return to their setting, and that parents should also consider any guidance on local restrictions in their area.

Providers should be confident that they can operate to a high degree of confidence that the susceptibility to clinical disease of younger children is lower than that of older children and adults, and that they are at lower risk. However, it remains important that the protective measures as outlined in this guidance are put in place to help reduce the risk of transmission.

For older children, there is a small evidence base that determines whether susceptibility to clinical disease is different to adults. Children and young people who are at higher risk of severe illness from coronavirus (COVID-19) should be supported to participate safely in activities, to minimise the risk of infection and transmission of the virus by putting in place the necessary protective measures outlined in this guidance.

We have also reviewed the evidence around children who are shielding and support them to understand how they can reduce the risk of transmission of the virus. They choose to send their children to school or other settings.

Who is this guidance for?

This guidance is for organisations or individuals who provide community activities, holiday clubs, or other out-of-school settings for children (up to age 18), as well as their staff and volunteers. This guidance will be relevant for:

- providers which fall within the government's definition of an out-of-school setting
- providers caring for children in their own premises (such as childminders) or other the compulsory or voluntary childcare sector
- providers who are not caring for children in premises or provision for children under school age

Registered early years providers caring for children under the age of 5 should refer to the guidance for early years and childcare providers during the coronavirus (COVID-19) outbreak. Providers of youth services and activities should refer to the guidance for youth services and youth activities during the coronavirus (COVID-19) outbreak to understand their accompanying tools and resources to support safe service provision.

What is an out-of-school setting?

Out-of-school settings are organisations or individuals that provide tuition, training, or other activities for children, or care for children, outside of the school day (for example, before or after school, or during holidays).

Specific protective measures guidance has been released for different types of out-of-school settings. Providers should read the guidance that is most relevant to their setting, and should be confident and follow the protective specific guidance alongside this guidance:

- Guidance for holiday clubs
- Guidance for community centres, village halls and other multi-purpose community venues
- Guidance for providers of community activities and extracurricular facilities
- Guidance for outdoor youth and recreation
- Guidance for holiday activities and food programme
- Guidance on working safely during coronavirus in other settings in Annex

Providers should also be aware of other guidance that may be relevant to their setting, such as guidance for employers, guidance for schools, colleges, sixth form colleges, further education providers, and local authorities, guidance for transport providers, and guidance for the use of ventilation and air conditioning.

Out-of-school settings are generally provide tuition, training, instruction or activities (including, but not limited to, music lessons, dance classes, sports lessons), although some out-of-school settings are not part-time during school hours, for example, some out-of-school settings operate before school only. Out-of-school settings may provide services to children attending a school providing a sixth-form education, or colleges. They may, for example, include organisations such as youth clubs, or faith based organisations providing educational activities. Regulated activities, religious collective worship and more than one term, and holiday clubs.

Venue-specific guidance

Out-of-school settings can occur in many kinds of venues, from a person's home (for example, a childminder), to a purpose-built or dedicated premises (for specific clubs, and other providers).

Specific protective measures guidance has been released for different types of venues. Providers should read the guidance that is most relevant to their setting, and should be confident and follow the protective specific guidance alongside this guidance:

- Guidance for schools, colleges
- Guidance for community centres, village halls and other multi-purpose community venues
- Guidance for providers of community activities and extracurricular facilities
- Guidance for outdoor youth and recreation
- Guidance for holiday activities and food programme
- Guidance on working safely during coronavirus in other settings in Annex

Providers should also be aware of other guidance that may be relevant to their setting, such as guidance for employers, guidance for schools, colleges, sixth form colleges, further education providers, and local authorities, guidance for transport providers, and guidance for the use of ventilation and air conditioning.

Home education

Parents and educators during pandemic (school carers) who have chosen to home educate their own children, and who have chosen to home educate their own children, should be confident that they can operate to a high degree of confidence in their home education.

Where a child who is home educated takes part in an out-of-school setting, this guidance will apply. This is the case regardless of whether the setting is attended by children who are home educated or children who are attending children attending school or other educational provision.

Where a child who is home educated takes part in a group activity of the home of another, or their own home, the protective measures in this guidance, as far as possible, follow the guidance and also the guidance on working safely during coronavirus in other settings in Annex. Providers should be confident that they have the principal purpose of providing a service to children who are home educated, or supplying a service that is permitted under the government's general guidance on school premises.

Carrying out a risk assessment

There are important actions that providers should take during the coronavirus (COVID-19) outbreak to help prevent the transmission of the virus. Before reopening your provision, we strongly recommend that providers carry out a risk assessment in relation to the risk of transmission of the coronavirus (COVID-19) including:

- Planning ahead and risk assessment at work
- Fire safety at work
- First aid at work and health and safety for volunteers

Providers should also consider the risk of transmission of the coronavirus (COVID-19) when assessing the risks to health and safety compliance checks, including in fire risk assessment, health and safety risk assessment, and risk assessment for the use of premises as part of your risk assessment. Providers should also consider the risk of transmission in place, such as those listed in the guidance on working safely during coronavirus (COVID-19).

In most cases, risk assessments and preparation for reopening of out-of-school settings should be straightforward. Many of the measures that need to be put in place will work with other measures that are already in place, for example, the control of the premises where your provision is being held (for example, if renting a school hall, or using a village hall). Many of the measures will be consistent with your usual health and safety, fire safety, and other risk assessments. Providers should be aware of the measures that are in place and be confident which is responsible for implementing each measure in their setting.

You should ensure that your risk assessment is shared with your staff, and discussed in your workplace. If you have one. You should, as a minimum, be able to demonstrate that you have taken the steps to ensure that the risk of transmission of the coronavirus (COVID-19) is as low as reasonably practicable, for example, the measures you have in place. Where parents and carers will also need to be aware of the measures that are in place, and be able to see the risk assessment, or a summary of it, if they are operating in premises that are shared with others, you should outline these to them in direct them to the relevant website.

Considering group sizes

Decisions on group sizes for your setting should be based on:

- the current government guidance on social distancing
- the ability of the children in attendance to maintain social distancing and other hygiene measures
- the age of the children in attendance
- nature of your activity or provision (for example, clubs, classroom set up, rather than an activity that involves contact sports)
- the size and layout of your premises

If you are an out-of-school provision within a setting, providers should aim to minimise the number of children in attendance and the number of groups in the school day/date, or from a different school.

If you need to do this, you should prioritise those children in small, consistent groups of no more than 15 children with the same children each time, as far as possible. Providers should also consider the ability to maintain social distancing between different groups of children, and the ability to manage the risk of infection. For more information, read the full guidance sections on managing groups.

Where it is not possible to keep children in small groups, providers should consider suitable ways to ensure the children are kept safe and minimise the risk of transmission. For example, ensure that children are kept in their own groups, or bubbles, as far as practicable, and that they are not mixed with other groups or bubbles in the school day/date, or from a different school.

If you need to do this, you should prioritise those children in small, consistent groups of no more than 15 children with the same children each time, as far as practicable. Providers should also consider the ability to maintain social distancing between different groups of children, and the ability to manage the risk of infection. For more information, read the full guidance sections.

Providers can operate with more than 15 children in a group, but the more children in a group, the more difficult it will be to manage the risk of transmission. This means that of the first version children should be assigned to a particular group, and should be kept in that group, as far as practicable, and that they are not mixed with other groups or bubbles in the school day/date, or from a different school.

Providers can also choose to use a mixed approach, for example, some children in small groups of no more than 15 children with the same children each time, as far as practicable, and some children in larger groups, as long as they are operating in accordance with the guidance. If you do this, you should outline this to them in direct them to the relevant website.

Operating with multiple groups

If you are operating with multiple groups of children in a school day/date throughout the day, you should place sufficient changeover time between different groups of children to allow for the cleaning of any shared areas or equipment, and to avoid mixing or large groups.

Multiple groups of 15 children plus staff can use the same shared space. If that shared space is a school classroom, it is likely that it will be a fire safety risk. Providers will also need to ensure that the protective measures in place are sufficient to minimize the risk of infection and transmission of the virus.

Group sizes for children under 5

Early years settings are not required to keep children in small, consistent groups of no more than 15 children. Providers should be confident that they can operate in a way that minimises the risk of transmission of the coronavirus (COVID-19) and the risk assets relating to the pandemic. Settings should still consider the ability to maintain social distancing between different groups of children, and the ability to manage the risk of infection. For more information, read the full guidance section on managing groups during the coronavirus (COVID-19) outbreak. Instead of the guidance.

Providers have particular flexibility to operate in ways that are most appropriate for children under 5 years of age. Providers should be confident that they can operate in a way that minimises the risk of transmission of the coronavirus (COVID-19) and the risk assets relating to the pandemic. Providers should also be confident that they can operate in a way that minimises the risk of infection and transmission of the virus. Where providers have children in attendance of a single age, they should be confident that they can minimise the risk of transmission of the virus. Providers should also be confident that they can minimise the risk of transmission of the virus. Providers should also be confident that they can minimise the risk of transmission of the virus. Providers should also

Reviewing staff availability

As part of your risk assessment, you should consider appropriate staff cover and how you will deal with any staff absence. Staff may be absent for a variety of reasons, including being unwell or having to self-isolate because a pupil is infected. Consider in advance your:

- contingency plans for cover to support your setting, you should consult your staff members to ensure that they are available to work.

Staff who are clinically extremely vulnerable

Most of the coronavirus (COVID-19) risk assessment guidance for staff who are clinically extremely vulnerable. Shielding measures have, therefore, been paused. However, if a member of staff who is clinically extremely vulnerable lives in a household or bubble with someone who is clinically extremely vulnerable, you should follow the guidance on the clinically extremely vulnerable in the coronavirus (COVID-19): support for people at higher risk of becoming seriously ill and coping if household members are clinically extremely vulnerable.

Staff who are clinically vulnerable

Staff who are clinically vulnerable are at more risk than others, and they should follow the measures in this document to minimise the risks of transmission.

Staff who are at higher risk of being seriously ill and hospitalised or dying if they catch coronavirus (COVID-19) should follow the guidance for people who are at higher risk.

When working out staff roles, you should consider how staff may be best deployed to work in your setting, and:

- how staff can be deployed to work from home and full training available to work in your setting[1]
- how staff can be deployed to work on-site (for Designated Safeguarding Lead (DSL) from keeping children safe in education, DSL must be kept to consider a deputy DSL to cover in the event of the DSL being unwell or self-isolating)
- how staff can be deployed to work in other settings or other roles in your setting[2]

If the answer to any of these questions is no, you should consult with your local authority before opening. If you are seeking a suitable person to temporarily fill a role in your setting, you should consider the use of temporary staff management capacity to support the recruitment of suitable staff. Temporary staff management capacity can be provided by your local authority or an appropriate level of criminal records checks (Disclosure and Barring Service (DBS) checks), including for the roles of teacher and teaching assistant.

In terms of the Disclosure and Barring Service (DBS) checks, a person is engaging in activity if they are doing it on more than one occasion, DBS contract or can be children. If an individual is barred by the DBS but is engaging in this work, they will be committing a criminal offence.

An unsupervised person undertaking these activities on a regular basis would be a regulated activity. Employers may also be liable for prosecution if they do not take appropriate steps to safeguard children. Further information is available on the DBS website and guidance on barred lists which lists any other relevant offences eligible for a basic criminal record check.

You should ensure that new staff members and volunteers understand and follow your setting's safeguarding and child protection policy. Keeping children safe in education: statutory guidance for schools and colleges (KCSIE) (PDF) sets out the duties on those authorised to the section 'Effective Infection Protection and Control'.

Who can attend your out-of-school setting

Children of all ages may attend out-of-school settings. However, if you live in an area that is experiencing a local COVID-19 outbreak, different local restrictions may apply to children of all ages. Information about local restrictions in place in your area is available on the coronavirus (COVID-19) page.

Out-of-school settings should not be used as a replacement for school or early years attendance.

When carrying out a risk assessment for your setting, you should consider the number of children and young people attending your setting, and how you will ensure that children and young people can maintain social distancing as much as is reasonable to use public transport to attend your setting.

Attending out of school settings can have a positive impact on the wellbeing of children and young people. However, it is crucial that services are as inclusive as possible and that children and young people who are vulnerable or who have special educational needs and disabilities (SEND) are able to attend where it is an positive, and steps should be taken to ensure that children and young people who are vulnerable or have SEND are able to attend and participate in activities. Children and young people who are vulnerable or have SEND may need additional support to participate in activities, and this may be a particular issue in group when they return and step in these consistent groups of children and young people. Children and young people who are vulnerable or have SEND may also need additional support to participate in activities, and where possible, we encourage to work with the schools that they attend to ensure that the support that is in place at school is also in place at the activities. Bubbles that they are in should be maintained where possible.

You should also discourage attendance from children who live outside the local area. Having children who attend your setting should live within walking or cycling distance.

Face coverings

Public Health England does not (based on current evidence) recommend the use of face coverings in addition to other measures in place in out-of-school activities. This recommendation is based under the assumption that children in out-of-school provision or childcare and staff are mixing in consistent groups, and social distancing is being maintained between these groups as much as is reasonable. Face coverings may be used in other circumstances if desired. Face coverings are required at all times on public transport (except children under the age of 11 and those who are exempt) and in certain circumstances or when in shops or supermarkets.

Out-of-school settings providers should also have a process for removing face coverings when children and young people arrive at the setting and ensuring that children and young people are able to put face coverings in a way that they touch the front of their face covering during your or when removing it. They must also ensure children and young people are able to dispose of face coverings safely, dispose of disposable face coverings in a bin and wash reusable face coverings in a plastic bag they can take home with them, and then wash them on a hot wash. Further information on face coverings, including how children can wash them, is available on the coronavirus (COVID-19) page.

Personal protective equipment (PPE)

The majority of staff in out-of-school settings will not require PPE beyond what they would normally use for their work.

PPE is only needed in a very small number of cases:

- children, young people and members of staff who are extremely already involved the use of PPE due to their intimate care needs should continue to receive support with their care
- PPE should be worn if a person suspect of a medical concern be maintained from a child, young person or other staff member displaying symptoms of coronavirus (COVID-19)

The Department for Education has published guidance on Safe Working in Education, Childcare and Children's Services (PDF) and guidance on Personal Protective Equipment (PPE) in Education, Childcare and Children's Services (PDF) which sets out the PPE that is required in these settings.

Providers should use their local supply chains to obtain the very limited amount of PPE they may need. Providers may also be able to use PPE and cleaning products through The Crown Commercial Service (CCS). Further information on how to order PPE through CCS is available on the website. Based on the particular risk of your setting, the Health and Safety Executive may focus coverings in a plastic bag they can take home with them, and then wash them on a hot wash. Further information on face coverings, including how children can wash them, is available on the coronavirus (COVID-19) page.

Test and trace

The NHS Test and Trace service will help to manage the risk of the virus or COVID-19 in your setting. It will ensure that the virus is not allowed to spread as freely as it has before.

- provides testing for anyone who has symptoms of coronavirus (COVID-19) to find out if they have it
- gets in touch with anyone who has had a positive test result to gather information about who they have been in close contact with
- asks those contacts, where necessary, advice on what they need to do to isolate to help stop the spread of the virus
- in certain cases, asks those contacts to self-isolate

The NHS Test and Trace service will:

- make their settings as safe as possible for children and parents
- protecting the wider community from the spread of coronavirus
- requesting that workers self-isolate if they have been asked to do so
- ensuring that they are able to work
- keeping records of which children and staff were in your setting on which days in this information securely for at least 21 days
- ensuring that they are able to share this information with local health protection teams (Local Authorities) when requested

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- ensuring that they are able to share this information with local health protection teams (Local Authorities) when requested

If a child or your setting has become unwell with any of these symptoms and coronavirus (COVID-19):

- close, if possible, to a well-ventilated room where they can be isolated
- contact your local health protection team (Local Authorities) if more than one child or staff member is showing symptoms of coronavirus (COVID-19)
- use a separate bathroom if possible. this should be cleaned and disinfected thoroughly before other people use it. Follow the guidance on cleaning coronavirus (COVID-19) if someone has been in the room

PPE should be worn by staff caring for the child while they await collection of a child, if a child is unable to maintain a distance of 2 metres from others, if it is not possible to isolate the ill person separately.

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not wait for a GP or other medical professional to attend.

If a member of staff has helped a child with symptoms, they do not need to take any further precautions. Staff should continue to work in their usual way. They should be tested or the child subsequently tests positive (see 'When should someone with symptoms of coronavirus (COVID-19) get a test'). Staff should wash their hands thoroughly for 20 seconds and clean any surfaces with someone who is cleaned. Cleaning the affected area of the setting with normal household cleaning products should be sufficient. Staff should follow the guidance for disposing of waste if they have helped with a person. See the COVID-19: cleaning in non-healthcare settings guidance.

Use of the NHS COVID-19 app in out-of-school settings

Following the launch of the NHS COVID-19 app in England, out-of-school settings and educational institutions in England should encourage their staff to make use of the app to unlock and further education colleges for more information on the app, see the NHS COVID-19 app: what it does and how it works.

The app is a key part of the country's ongoing response to coronavirus (COVID-19) response, aiming to break the chain of coronavirus (COVID-19) transmission. It will help to slow down the spread of the coronavirus (COVID-19) by alerting people who may have been exposed to infection so they can take the necessary steps to protect themselves and others.

The app is intended to complement the existing test and trace service, not replace it. Staff members will also be able to use the app.

You should encourage your staff to be ready to use your setting's process for managing a positive case or an outbreak. The agreed process for ensuring a coordinated response to a positive case. Public Health England's (PHE) certified case of coronavirus (COVID-19) in a setting, is which alone and is not changed by the introduction of this app.

What happens if there is a confirmed case of coronavirus (COVID-19) in a setting

Where a child, young person or staff member develops symptoms consistent with coronavirus (COVID-19) and is subsequently confirmed to have the virus, or if they remain unwell, they should be tested to see if they are infectious and are recovered.

Within a child, young person or staff member tests positive, NHS Test and Trace will seek directly to those they have been in close contact with, and those who will be advised to self-isolate. To ensure that NHS Test and Trace is reaching close contacts, settings should keep a record of:

- children and staff in your setting
- close contact their dates (between children and staff in different groups/classes)
- the timing of the contact

This should be a proportionate recording process but detailed enough to be helpful to NHS Test and Trace. Further information is in the NHS Test and Trace: what it means for schools and colleges.

If you become aware that a student or member of staff has tested positive for coronavirus (COVID-19) you should inform your local Public Health England service, delivered by the NHS Business Services Authority. If you need advice, you should call the Public Health England Health Protection Team. Public Health England will work closely with the Department for Education (DfE) to open Monday to Friday from 9am to 5pm and Saturday and Sunday from 10am to 4pm. Public Health England will work closely with the local authority and the setting of what action is needed to be taken and what additional action. We will work through a risk assessment to identify close contacts.

Depending on your setting's circumstances, you may also need to inform parents and carers of the case. Public Health England will work closely with the local arrangements are in place with the local authority and Public Health England to ensure that the support provided that may be asks arrival in response to a positive case.

Communicating safe working measures with staff

You should familiarise yourself with the government guidance on working safely during coronavirus (COVID-19) and ensure that staff and other people are measures to create a safe environment for the staff and children attending your out-of-school setting.

Before reopening your provision, you should take to staff about your plans and how you will implement the government's guidance on working safely.

Consider these steps:

- use technology to communicate with parents and carers digitally where possible
- talk children, young people, parents, carers or any visitors, such as suppliers, about the measures you have put in place to minimise transmission of coronavirus (COVID-19) and the measures they need to follow (for example, not attending if coronavirus (COVID-19) is displayed)
- ensure that parents and carers use public transport to get to your setting where possible, and that children and young people are able to walk or cycle (provided they are only travelling with those from within their household)
- when allocating staff to roles, consider how vulnerable students, such attending, those being taken back for extra measures. Will be particularly vulnerable to coronavirus (COVID-19) and those who are shielding
- kindergarten and young people from different groups should not mix, and the process for doing so, including protocols for minimising contact and mixing between groups, should be in place before the setting reopens. If you do so, you should ensure that they are kept to a minimum
- avoid the need for parents and carers to wait, but where there has to, ensure they are able to do so while maintaining a safe distance and have clear lines control and entrance and exit points.

Safeguarding and managing the wellbeing of children and young people in your setting

Safeguarding and child protection

The coronavirus (COVID-19) outbreak may have caused significant mental ill-health and trauma. It is important that we are aware of the risks and signs of risk of harm or abuse. Due to the current coronavirus (COVID-19) outbreak, many are particularly isolated, meaning that the family, community and professional support that children and young people usually receive is not accessible. Therefore, it is important that we are all vigilant to any signs of safeguarding issues that can put children at risk, such as abuse and neglect, and be able to raise them.

Signs to look out for which may suggest that a child is being harmed or at risk of harm include:

- unusual injuries, bruising/marks on the body, particularly in areas or sort/signs
- unusually aggressive, poor long conditions or inappropriate clothing
- communicating aggressively or using sexual language
- being withdrawn, isolated, anxious or displays particularly unusual certain individuals

If safeguarding concerns come to light, they should be addressed using your setting's safeguarding and child protection policy. This may include a referral to a statutory ahead of responding or acting.

If you have one or more employees or volunteers in your setting, then it is important to write down your safeguarding and child protection policy so that all staff members understand their responsibilities and know what to do in the event of a safeguarding concern. Your policy should be in line with the local safeguarding arrangements in place for your area.

These should include details of your designated safeguarding lead (DSL) and deputy DSL (if it is appropriate to have one), and how staff can raise a concern. Children's social care services, the police, and the NSPCC are the local authorities, the local authority designated officer (LADO) and the police.

In addition, you may want to refer children and families to Early Help services. Early Help, which is a programme created to help children and families who need extra support, can be a very effective way of ensuring children are being kept safe and their needs are being met by schools or other key services.

Early Help services can be accessed by staff and need to refresh or another additional training on child protection and safeguarding issues before reopening their setting.

Field trips could be very important to provide children with:

- the best interests of children must always continue to come first
- if anyone has a safeguarding concern about any child, they should act immediately
- appropriate designated safeguarding lead arrangements are in place
- procedures should not be allowed to hinder the children's welfare and safety in any circumstances
- all volunteers are appropriately supervised. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity

Supporting children and young people's wellbeing

It is important to recognise that you and your staff may also need to consider the unique impact of:

- individual children and young people who have found the long period of isolation difficult
- those who have experienced bereavement

Some children may also have experienced bereavements in their immediate family or wider circle of friends and acquaintances. Children are young people.

As part of your provision, you may wish to provide:

- opportunities for children to talk about their experiences of the past four months
- opportunities for conversations with trusted adults where they can supportive
- some lessons or relevant topics, for example, medical wellbeing or stigma, carry

Equality

As a provider of services to children and young people, it is important that you are aware of your responsibilities under the Equality and Human Rights Commission's unique equality.

This may require adjustments to your working practices and approaches to ensure that children and young people are treated fairly and equitably. Children and young people may be affected by the coronavirus (COVID-19) outbreak in different ways and judgements related to the impact on individuals and groups with protected characteristics.

When applying this guidance, organisations should be mindful of the particular needs of children and young people who are vulnerable or have special educational needs and disabilities (SEND). Providers should also be aware of and take steps to offer respite childcare for children with special educational needs or with an education, health and care plan (EHCP).

Providers are permitted to open for disabled children. Take any accessibility issues into account when planning how to open safely. Providers should also be aware of the impact of the coronavirus (COVID-19) outbreak on children with SEND and their families.

Local Authorities will need to work with their school boards provider bias to explore mechanisms for providing support to children and young people. Limit to ensure that these can operate during the school holidays in particular, when children and young people who are vulnerable or have SEND may need additional support. Providers should also be aware of the impact of the coronavirus (COVID-19) outbreak on children and young people who have been bereaved their usual criteria.

It is breaking the law to discriminate, directly or indirectly, against anyone in employment and the provision of services because of a protected characteristic. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Being free from unlawful discrimination is a fundamental human right. Providers should be aware of their responsibilities towards individuals and those who are new or expectant mothers.

There is emerging evidence that BAME individuals may be more severely affected by the coronavirus (COVID-19) outbreak than others. Providers should be aware of the particular impact on the needs and wellbeing of children and young people, parents and carers, staff and staff, and should ensure interventions in place are taking into account the impact on individuals with protected characteristics.

Annex A: Resources to help children learn about coronavirus and how to keep themselves and others safe

Here are some links to resources which may be helpful in supporting the children that attend your setting to learn about coronavirus (COVID-19) and promote safety measures, such as frequent handwashing.

- Age-appropriate videos of helpful coronavirus (COVID-19) guides:
  - Hand hygiene
  - Face coverings
  - Hand screens
  - Social distancing
  - Flexible masks

Bug Bites has produced activities for children to promote safety measures, such as Tyler's handwashing (PDF, 204KB).

Professional association for children and early years (PACEY): supporting children in your setting.

Dr Dena explains coronavirus.

Children's Mental Health Week: Information about COVID-19 (mind.org.uk).

1. 'School' means all schools whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools, 16-19 academies and dedicated special schools.
2. 'College' means further education colleges and sixth form colleges as defined in the Education Act 1996 as amended by the Education (Institutions and Local Authorities) (England) Regulations 2012. Non-compulsory legislation may still apply to regular or the voluntary part of the workforce, for example, the Disclosure and Barring Service.
3. Local authorities have a duty to ensure that children with SEND continue to receive support as set out in the statutory guidance on supporting children in your setting.
4. It is child meets the definition of disabled child within the meaning of s.17(11) of the Children Act 1989 (a child who is disabled or is deaf or blind or is chronically sick or suffers from a mental disorder and is supported by Schedule 2 of the Children Act 1989). Section 17(11) of the Children Act 1989 defines disability as blindness, deafness, dumbness, or disability arising from mental disorder and other bodily exercise if appropriate under s.17(10).

Coronavirus (COVID-19)

Coronavirus (COVID-19): guidance and support

The UK has left the EU

Check the new rules for January 2021

Services and information

Benefits

Births, deaths, marriages and care

Business and self-employed

Childcare and parenting

Citizenship and living in the UK

Crime, justice and the law

Disabled people

Driving and transport

Education and learning

Employing people

Environment and countryside

Housing and local services

Money and tax

Passports, travel and living abroad

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