Guidance
Department for Education

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

Updated 15 October 2020

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Main changes to guidance

The latest update to this guidance is as follows:

- added an section about local COVID alert levels
- added content about local COVID alert levels to the following sections:
  - who is this guidance for
  - protective measures for holiday and after-school clubs and other out-of-school settings
  - staff who are clinically extremely vulnerable
  - face coverings

About this guidance

This guidance is for organisations providing holiday clubs, breakfast or after-school clubs, further and other out-of-school provision for children who are aged 5 and over, including those with educational and childcare provision for children with special educational needs and disabilities (SEND).

We recognise the important role out-of-school settings play in providing childcare for parents who need to work, and in providing children with activities outside the classroom. We also recognise the important role they play in the importance of these settings in providing additional childcare options to parents who need it.

We are aware many providers have reopened and put safety measures in place to ensure children can attend safely. We want to ensure that providers can continue to operate safely and that parents can have confidence in the safety of the sector for children, staff and parents who attend these settings. Providers should follow the guidance in this document, in addition to the general guidance in the COVID-19: guidance for schools, colleges and other settings and apply the additional restrictions that apply. Currently, supervised activities, training and education for children and young people can take place in groups of no more than 15.

Scientific advice suggests that there is a moderate to high degree of confidence that the risk of transmission of COVID-19 in these settings is typically lower than in other environments, in part because they are outdoor. However, it remains important that protective measures as outlined in this guidance are in place to limit the risk of transmission.

For older children, there is not enough evidence yet to determine whether transmission is lower than for adults. We know that children can be infected with and transmit the virus that causes COVID-19, but the evidence suggests that children are likely to attend, provided they follow the relevant guidance and are not ill. Children who are ill with a new cough, fever or a loss of sense of smell or taste should not attend.

We have also released accompanying guidance for parents and carers to support them in understanding what they should do to prepare their children for the return, if they choose to send their children to out-of-school settings.

Who is this guidance for?

This guidance is for organisations or individuals who provide community activities, services and childcare for children and young people aged 5 and over (up to age 18), as well as their staff and volunteers. This includes, but is not limited to:

- providers which fall within the government's definition of an out-of-school setting
- providers caring for children aged 5 and over and registered with Ofsted on the early years register or the childcare register
- providers of holiday clubs and other childcare activities or provision for children aged 5 and over
- providers of other provision for children aged 5 and over that are not Ofsted registered but are registered with Ofsted as a children's organisation[1]

Out-of-school settings generally provide further, training, instruction or activities outside normal school hours (or evenings, weekends, school holidays). They may also provide childcare for parents who need childcare so they can go to work, train or look for work. Out-of-school settings should not, however, be operating full-time (generally 48 weeks per year, 5 days per week, 6 hours per day). Out-of-school settings should be offering activities, training or instruction or childcare for parents in the unlimited youth organisations, religious settings offering instruction in their faith, and holiday clubs.

Venue-specific guidance

Out-of-school settings can occur in many kinds of venue, from a person's home to a school or college. Some of the guidance will be specific to certain types of sports clubs, and places of worship.

Specific protective measures guidance has been released for different types of premises. If you run your club, further or activity out of one of the premises listed, it is important that you follow the relevant guidance, for example:

- guidance for places of worship
- guidance for indoor venues, village halls and other multi-purpose buildings
- guidance for providers of grassroots sport and performance facilities
- guidance for outdoor sport and leisure
- guidance for fairgrounds and parks
- guidance on maintaining social distancing in other people's homes

It is also important to note that some premises may be able to open for multiple purposes, for example, a village hall may be used for holiday provision, religious services, and for other community activities and events. Venues can operate and for which purposes. You should also take into account the relevant guidance for each purpose. For example, if a village hall is used for a holiday club, you would need to follow the relevant guidance for holiday clubs, and the relevant guidance for village halls.

Providers operating out of these premises should work with the relevant organisations to ensure they are following the relevant guidance, and that the premises is suitable for their purpose. Providers should also take steps to prevent the transmission of coronavirus (COVID-19). See carrying out a risk assessment for more information.

Home education

Parents choose home education for their children's education for many reasons. Home education is a lawful and a valid form of education. Local authorities offer to out-of-school settings or in the homes of others who have chosen to home educate.

Where a child who is home educated takes part in an out-of-school setting, this should be in addition to the education provided at home and should be attended subject to the relevant risk assessments and with the agreement of children attending school and children being home educated.

Where a child who is home educated takes part in a group activity at the home of others who have chosen to home educate, the host should, as far as reasonably practicable, follow the relevant guidance for out-of-school settings, including in relation to group sizes. The host should also consider the relevant risk assessments and agreement with children attending school and children being home educated.

Local authorities should be checking with the owner of the premises. As part of your risk assessment, you should identify protective measures to put in place, and should be able to show that you have taken reasonable steps to minimise COVID-19 risks.

In most cases, risk assessments and preparation for reopening of out-of-school provision should be straightforward. It is important to remember that the risk of children and young people who are not in your group, or your staff members, the owner of the premises, or other people who are using the premises, is low. It is not required to operate as a closed environment. Instead, you should focus on how to minimise the health and safety risks in your setting, and outline the protective measures you have put in place to manage those risks in your risk assessment. You should be able to show that you have taken reasonable steps to prevent the spread of the virus, for example, you should outline these in a short check list for your staff.

Considering group sizes

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

- the current government guidance on social distancing
- the ability of your setting to maintain appropriate social distancing and practice hand hygiene
- the age of the children in attendance
- the ability of your setting to operate in smaller, stable, classroom-sized rather than as a whole-school or whole-setting group
- the size or layout of your premises

We believe the risk of transmission within a setting, providers should aim to minimise the number of different people each child comes into contact with.

Where it is possible to do so, providers should consider working with schools, or early years settings which children attend to ensure, as far as practicable, that children are in the same group each day, and that the same staff members are in charge of each group. This will minimise the number of people children have to interact with, and will make it easier for you to trace contacts if a child or staff member tests positive for coronavirus (COVID-19).

If you need to do this, you should seek to keep children in small, consistent groups, and keep the same children together in the same group. This will limit the number of children and staff they come into contact with (previously each school or team was staff member, depending on the type of provision or size of the group). If a child or staff member tests positive for coronavirus (COVID-19), only the class or group and the staff members in contact with the group need to have sessions, that is a consecutive days or if attending one day per week, from one week to the next.

We recognise that this may not be practicable in some circumstances (for example if a child is, the number of different people each child comes into contact with, should be minimised. In these circumstances, providers should ensure that they do not fall disproportionately behind their peers, for example, if they are attending a class, or other children in your setting and group them together if appropriate.

Practical strategies to minimise contact between groups include:

- children attending based on varying bedtime routines
- the ongoing receipt of additional information from your parent carer about their to work and shift patterns
- the use of different entrances and welfare concerns
- variance in the age of children attending
- the 'drop in' nature of some services and activities, for example support groups for vulnerable young people

To overcome such challenges, providers must use their best judgement in determining how children should be placed in groups, and how staff should be working in groups, taking into account the guidance on social distancing and the needs of the children attending and setting out in their risk assessments.

Providers that are operating in areas where local COVID alert levels are in place can continue to use their discretion to determine how children are placed in the school day. If this is not practicable, as far as possible, in small, consistent groups of no more than 15 children and staff members.

Operating with multiple groups

If you are operating provision for multiple small groups of children throughout the day, you should plan your provision in advance, and ensure that you are able to allow for cleaning to take place and to prevent children and parents or carers waiting in large groups.

Multiple groups of 15 children plus staff can use the same shared space, if that space is cleaned and children and staff from one group do not mix with those in other protective measures. Providers should consider how they can prevent mixing and minimise 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, but should follow the guidance on social distancing and practice hygiene in other provision, such as settings typically attended by children under 5, that the rule leads relating to the program provider. Settings should still consider the ability to operate in smaller, stable, classroom-sized rather than as a whole-setting or of you should follow the guidance on social distancing and practice hygiene in other provision, such as settings typically attended by children under 5.

Providers caring for children under 5 should follow the guidance for early years providers, childcare providers and registered childminders. If a childcare provider, during the coronavirus (COVID-19) outbreak to follow the guidance for early years providers, childcare providers and registered childminders, they should follow the guidance for out-of-school settings.

Providers can operating in areas where local COVID alert levels are in place can continue to use their discretion to determine how children are placed in the school day. If this is not practicable, as far as possible, in small, consistent groups of no more than 15 children and staff members.

Educational visits and trips

The guidance for full opening: schools, sets out the requirement to practice in educational visits and trips. Providers should follow the guidance for educational visits and trips in addition to the guidance for out-of-school settings.

The government will keep this position under review and continue to be guided by the court's decision and the evidence. Further updates will be provided later at the right time.

The government does advise against any overseas trips for children under 18 organised by educational settings.

Providers can, however, take non-compulsory domestic educational visits or residential trips, if they are in accordance with the guidance for educational visits, children within their educational group. Relevant COVID-secure hygiene measures should be in place, and children should be kept in their usual groups. Providers should also follow the guidance on social distance and practice hygiene for advice on undertaking risk assessments to ensure educational visits can be made safe for staff and children. Providers should also follow the guidance on what control measures need to be in place when undertaking activities such as sitting on visiting indoor and outdoor venues.

Providers should also consider whether additional restrictions apply to their area by visiting the local COVID alert levels guidance. Where provision is being provided in a COVID-secure way, educational visits can take place outside the area for the purpose of an educational visit. Providers should also not travel into an area with a 'very high' alert level for the purpose of educational visits.

Effective infection protection and control

You must ensure that you have effective infection protection and control measures in place in your setting to reduce the risk of transmission, such as those outlined in the guidance.

These can be seen as a 'system of controls'. Your when, implemented, reduces, minimises and controls the risk of COVID-19 transmission. Some are mandatorily adopted. They are proposed 'the prevention' and 'response'.

System of controls

Prevention

1) minimising contact with individuals who are unwell by ensuring that people with symptoms of COVID-19 or who have tested positive for coronavirus (Sars-Cov-2) and who have the COVID-19 illness (Sars-Cov-2) and Tests and Trace to self-isolate, do not attend your setting

2) cleaning hands more frequently, and more thoroughly, than everyday 20 seconds with running water and soap and by them thoroughly or using hand sanitiser in the premises and ensuring hands are properly rinsed

3) encouraging good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

4) cleaning frequently touched surfaces more often than usual using normal household cleaning products, including cloths, detergent and disposable cloths, paying attention to those touch points which are used most

5) minimising contact and mixing by altering, as much as possible, the layout of your premises to ensure children, young people and staff are split into groups or cohorts that do not mix and have different entrances and exits, if possible, and staggering arrival times and lunch times, if possible

6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in such school settings, at the time.

Number 5 must be properly considered and providers must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances. See the section on personal protective equipment (PPE) for more information.

Response to any infection

1) engage with the NHS Test and Trace process

2) manage confirmed cases of coronavirus (COVID-19) amongst the children and staff members

3) contain any outbreak by following local health protection team advice

Numbers 1 to 3 must be followed in every case where they are relevant.

Where possible all your protective measures should be in place before you welcome children back to your setting.

If you run tuition or activities out of your own home, you should consider whether a specific, well-ventilated room could be designated for this.

Indoor provision

As the risk of transmission is considerably lower outdoors, providers may normally run sessions indoors should consider whether they are able to do so outdoors.

If you operate your provision in a school or college, you should follow relevant guidance for operations of shared spaces, such as the guidance for the use of school premises for community and other activities. Providers should also follow the guidance for sports clubs, gyms, swimming pools and other leisure venues, spaces to ensure that they are implementing the protective measures as set out in this guidance.

However, you should also discuss infection protection and control measures with the owner of the premises. Providers should also be aware that there are several different groups of people using the premises, and they are responsible for taking action if, for example, the timetable changes to more people using the premises, or if there are more people in the premises at crossing times.

The owners of these shared spaces must continue to meet all existing health and safety requirements, and ensure ensuring that their premises are safe for providers to hire and to operate from.

Providers of music, dance and drama or sports provision

Particular care must be taken to observe social distancing in the case of a sports setting because of the increased risk of transmission of the virus, and more rapidly during exercise. In addition to referring to guidance for sport and leisure facilities, providers should also consider the guidance for sports clubs, gyms, swimming pools and other leisure venues and Sport England's advice from organisations such as the Association for Physical Education and the Youth Sport Trust.

Additional social distancing mitigations were previously required for singing, playing musical instruments and performance. Providers should follow the guidance for performing arts and music lessons and activities. Providers should also follow the guidance for performing arts and music lessons and activities, such as to develop the scientific evidence on these activities, which has allowed us to incorporate approved mitigations.

Children and young people can now engage in singing, wind and brass in the same way as other activities, such as sports and exercise, in line with the guidance for the coronavirus (COVID-19) risk assessment for performing arts cumulative risks of aerosol transmission. Although singing and playing wind and brass instruments can be a high risk activity, we have now put in place appropriate mitigations to ensure that these activities can be made safe for participation contexts. As such with appropriate safety considerations, singing and playing wind and brass can resume.

We are continuing to develop more detailed risk understanding in that the transmission of coronavirus (COVID-19) in these settings, and will continue to review approaches to the coronavirus (COVID-19) risk assessment for performing arts and music.

- they are limiting the number of children singing or playing together as far as practicable and ensuring that children are spaced as far apart as possible (at least 1m), with the same children kept into wherever possible and at least one metre apart
- children are seated, facilitated 2 metres apart, are outside or in well-ventilated rooms
- they are using bells and chimes

Therefore, in summary, providers should ensure the following measures are put in place when children are engaged in music and performance:

- social distancing is observed at all times which playing wind or brass instruments, singing, or playing other musical instruments, and appropriate risk mitigation plans are in place
- bells to back is a side note positioning (rather than face-to-face) is used where possible
- activities which are conducted outside are preferred to those conducted in single bubbly, wide-window ventilated rooms
- singing or playing wind or brass instruments are outdoors where possible
- if playing wind or brass instruments indoors, ensure windows are open and ventilation is maximised
- ensure that the number of people in the room is minimised
- avoid sharing instruments and equipment where possible
- carry out a risk assessment for the use of any shared instruments, including establishing safe cleaning regimes between uses
- continue to take the other step-by-step actions in this guidance, including those relating to cleaning, hygiene, and ventilation, and supporting contact tracing and test and trace

By considering and adopting these cumulative risk mitigation measures, the risk will be reduced.

Providers who run outdoor face-to-face performances, including drama, comedy and music, in front of an audience, should follow the latest advice for performing arts audiences. Providers who wish to organise outdoor performances should follow the guidance for performing arts audiences.

Providers should also note that if they operate in an area that has a local COVID alert level, they should follow the guidance for performing arts and music lessons and activities, and the guidance for performing arts audiences, in addition to additional restrictions that apply. For example, at alert level 'very high', the guidance for performing arts and music lessons and activities is also performing arts venues for the purposes of performing to audiences.

Use of shared resources

Equipment and resources should be kept to a minimum. Use of such resources, for individual and very frequently used equipment, such as pencils and pens, should be avoided. Providers should ensure that children and young people do not share equipment, such as pens and pencils, and should ensure that books and games, can be used and shared within the bubble or setting, and thoroughly cleaned frequently. Providers should ensure that children and young people do not share equipment with other groups or bubbles, such as sports or art equipment should be cleaned frequently and always between groups or bubbles using it, and should not be used by other groups. Providers should also ensure that children do not share food and drinks.

Outdoor playground equipment should be cleaned more frequently than usually, and children should be encouraged to wash their hands before and after using it.

Managing toilet usage

Different groups being allocated their own toilet blocks could be considered but is not a requirement if the above plan is followed. It is however, you should consider how you can limit the number of children using the toilet at any one time. Ensure children are supervised and encourage children to wash their hands thoroughly, with soap and water, and to dry their hands properly using a clean towel or disposable paper towel.

As with all frequently used surfaces, toilets should be cleaned thoroughly using standard products such as detergent and bleach. The frequency of cleaning required will depend on usage but it is advisable to be more frequently than night cleaning if children are using the toilets during the day. Toilets should be cleaned thoroughly, including the toilet bowl, at least once a day, and in particular between use by different classes and groups.

See COVID-19: operating a safe primary and secondary audience for advice on general cleaning of facilities when no one has symptoms of or is confirmed to have coronavirus (COVID-19) and for advice on what to do if someone in the setting is suspected to have coronavirus (COVID-19).

Reviewing staff availability

As part of your risk assessment, you should consider appropriate staff-child ratios and how you will ensure that children are supervised and kept safe during toilet or meal, snack and nappy changing times. Staff should follow the complete-the-steps guide.

When deciding on whether to open your setting, you should consider your staff members to ensure that they are available to work.

Staff who are clinically extremely vulnerable

Since the introduction of shielding, many new measures have been introduced in communities including the use of PCR and lateral flow tests to identify the widespread use of face coverings, all of which have reduced the need for shielding to be continued.

The government also has better data on new infections and has introduced vaccines for COVID-19 which have been offered to people who are clinically extremely vulnerable. As such, Public Health England has updated its guidance and advice for shielding and protective measures people who are clinically extremely vulnerable from COVID-19 to reflect the changes to shielding and protective measures for people who are clinically extremely vulnerable from COVID-19.

In most cases, staff who are clinically extremely vulnerable can still attend your setting and should be encouraged to do so. Staff who are clinically extremely vulnerable across the country will have been offered a vaccine and, as with other clinically extremely vulnerable people, they will be expected to have had their second dose by the end of February. Clinically extremely vulnerable people who have not had a vaccine will be expected to have had their first dose by the end of February.

You should ensure that new staff members and volunteers understand and implement the protective measures in your risk assessment. Consider your risk assessment to help prevent the transmission of coronavirus (COVID-19), such as by keeping groups separate and using face coverings in communal areas.

Who can attend your out-of-school setting

Children of all ages may attend out-of-school settings.

Children who are vulnerable can be used as a requirement for school or early years provision.

When carrying out a risk assessment for your setting, you should consider whether additional measures are needed to ensure that it is safe for attendance for older children to mix with other community groups outside your setting or to use public transport to attend.

Attending out-of-school settings can have a positive impact on the wellbeing of children who are shielding or who have had to self-isolate, as it will provide them with a chance to see their friends. It will also ensure that parents can continue to work, as they will be able to leave their children in your setting, where it is safe for us to consider, and ideally to ensure their children attend the same setting as their usual childcare provision. Children who are shielding will be able to pick up a place to return to their school or college, or attend another place, such as a nearby childcare provider, if their usual setting are assigned to a different bubble. Children who are shielding will be able to attend a different bubble if their usual setting is closed. Children who are shielding can attend groups from different schools or year cohorts the same out-of-school setting, but providers should ensure that children who are shielding are kept in a bubble and ensure they are, as far as possible, kept separate from other children and other bubbles that they are in throughout the school day.

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

local COVID alert levels

On 14 October the government introduced a system of local COVID alert levels. If you live, work or attend a school or college in a high, or higher, local alert level, there are additional restrictions. Read the local COVID alert level: what it means for you for information on what the local COVID alert levels mean for you.

Currently, supervised activities, training and education for children can continue to operate if all groups and participants are kept separate. Children who are shielding can attend provided they are in a bubble with other children of their year, and bubbles do not mix. Children who are shielding can also attend if they are in a bubble with children from other year groups, but providers should ensure that children attend the same setting as much as possible. Children who are shielding can also attend if they are in a bubble in which they attended in earlier sessions, and ideally to ensure that children attend the same setting as their usual childcare provision. Children who are shielding can also attend if a place is required to attend in which children are mixed with others, such as by ensuring that children who attend your setting are assigned to a different bubble to children who are shielding, or by ensuring that children who are shielding are kept separate from other groups. Providers should also ensure that different schools or year cohorts the same out-of-school setting, but providers should ensure that children who are shielding are kept in a bubble and ensure they are, as far as possible, kept separate from other children and other bubbles that they are in throughout the school day.

You should also encourage attendance from children who live outside the local area. Ideally, 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 children outside of classrooms and out-of-school settings activities. This evidence will be kept under review. They are not required during sports or other exercise or activities. Children in year 7 and above should wear face coverings in communal areas and on school transport, unless they are exempt. Children in primary schools are not required to wear face coverings. Face coverings are required at all times on public transport (except children under 11 years of age). Face coverings are not required for children in school or in the classroom.

Outside of a traditional classroom, out-of-school settings should consider whether face coverings are a feasible and practical measure for the safe operation of the setting and where the teaching, training or activity takes place in an area where it is not possible to keep a 2m distance from other people. Providers should also offer members of the public (including parents and visitors) coronavirus (COVID-19) vector guidance).

In addition, what are ones means to local COVID alert level go in high, very high, face coverings should be worn by adults and children aged 11 and above when in communal areas, such as when arriving at or leaving the setting, or when in corridors and communal areas, unless they are exempt from wearing a face covering or are seated at a table to eat or drink.

Out-of-school settings providers should have a process for removing face coverings when children need to be identified, such as for collecting and communicate it clearly to them. Children and Social Care Services (CSCS) and Ofsted have made it clear that children who are in care, or who are in need, should have face coverings removed when they are being spoken to by their social worker, staff, dispute of temporary face coverings is a covered or no place revoke. Providers should also be aware that children who have been victim of sexual harassment may be deterred from attending if they are wearing face coverings. Safe working in education, childcare and children's social care provides more advice.

Personal protective equipment (PPE)

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

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

- if someone is coughing or sneezing and you are within 1m of them, the use of PPE due to their emotional needs should continue to reveal their core in the way we are used to
- PPE should be worn if distance of 2 metres cannot be maintained from any other person in the setting, for example, when cleaning the toilets. COVID-19: cleaning of non-healthcare settings

The Department for Education has published guidance on Safe Working in Education, Childcare and Children's social care provides more advice. Personal Protective Equipment (PPE) offers the wearer protection against infection. In order to understand when PPE should be used.

Providers should ensure that staff are trained in how to obtain the very limited amounts of PPE required. Providers may also be able to source PPE and information on how to obtain PPE is available on the website. Providers may also find the Health and Safety Executive's (HSE) guidance and information on PPE helpful. Providers should also be aware of the Department for Education's (DfE) Safe working in education, childcare and children's social care provides more advice.

Test and trace

The NHS Test and Trace service will help to manage the risk of the virus re-emerging as restrictions are lifted and as people are able to go back to work and be out and about.

- 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 contact with
- alerts those contacts, where necessary, and notifies them they need to self-isolate to prevent the spread of the virus

It is clear that out-of-school settings will be asked to:

- making their settings as safe as possible for staff, children and parents
- supporting those who need to self-isolate, including children
- requesting that workers self-isolate if they have been asked to do so
- supporting those who are vulnerable
- keeping accurate records of who children and staff are in which groups and every day, including attendance and absence
- where requested, supplying the NHS Test and Trace service (28 September 2020), or their staff, visitors and other relevant settings attendees, with the information they need to be able to contact those who have been in contact with

For more information, read NHS Test and Trace in the workplace.

If anyone in your setting becomes unwell with one of

- a new, continuous cough
- high temperature
- loss of or change in, their normal sense of taste or smell (anosmia)

they should be sent home to self-isolate immediately. COVID-19: operating a safe hospitals with respiratory coronavirus (COVID-19) infection.

Children or young people who are unwell with a fever or a cough should not attend.

- Hope, if possible, to a well-ventilated room where they can be isolated (which is ideally the room they have been in if it is safe to do so) and appropriate adult supervision.
- If the child is under 18 or is about 2 metres away from other people, if it is not possible to isolate them with the provision outlined above.
- use a separate bathroom if possible. this should be cleaned and disinfected thoroughly before anyone else uses it. COVID-19: cleaning of non-healthcare settings provides more advice on cleaning and disinfecting.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained and if staff care for the child in close contact with complex needs).

In an emergency, call 999 if you are seriously ill or injured or think it is at risk. Do not wait for GP attempts, urgent care centre or a hospital.

Children who are vulnerable, including those who are shielding, should be kept at home if possible and encouraged to participate in online learning. Children who should be tested or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus (COVID-19) in a setting' for more information) should wait for their parent or carer to pick them up. Children who are shielding should be kept at home if possible and encouraged to participate in online learning. Children who should be tested or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus (COVID-19) in a setting' for more information) should wait for their parent or carer to pick them up. The COVID-19: operating non-healthcare settings audience.

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 wraparound providers may find it helpful to refer to the guidance on how the app works and how it can support the test and trace system. This guidance will be updated in the coming weeks to include information on the activities for children.

The app is one part of the country's ongoing comprehensive COVID-19 response, alongside the NHS Test and Trace service and the Test to Trace in England. The app will complement the overall service by automatically alerting app users who have been in close contact (within 2 metres for 15 minutes or more) with someone who has tested positive for coronavirus (COVID-19) by alerting people who may have been exposed to infection so that they can take action.

The app is available to download for anyone aged 16 and over if they choose to do so, and it is available on the App Store and Google Play.

You should understand how the app relates to your setting's policies for contacting people who are at risk of being infected with coronavirus (COVID-19). Ideally a week of a positive case, you should be able to inform people who are at risk of being infected with coronavirus (COVID-19) in a setting. Is what is prepared and ready to be used if the app is not in use.

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 compatible with coronavirus (COVID-19) or tests positive for coronavirus (COVID-19) to the setting, they should remain, they should return to that setting until they are fit and well to return.

Children who are vulnerable, including those who are shielding, should be kept at home if possible and encouraged to participate in online learning.

In an emergency, call 999 if you are seriously ill or injured or think it is at risk. Do not wait for GP attempts, urgent care centre or a hospital.

Children who are vulnerable, including those who are shielding, should be kept at home if possible and encouraged to participate in online learning. Children who should be tested or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus (COVID-19) in a setting' for more information) should wait for their parent or carer to pick them up. Children who are shielding should be kept at home if possible and encouraged to participate in online learning. Children who should be tested or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus (COVID-19) in a setting' for more information) should wait for their parent or carer to pick them up. The COVID-19: operating non-healthcare settings audience.

Communicating safe working measures with staff

You should familiarise yourself with the government guidance on working safely during coronavirus (COVID-19) and ensure that you have put in place measures to minimise the risk of transmission of coronavirus (COVID-19) during your out-of-school setting.

Before reopening your provision, you should talk to staff about your plans and how you will ensure that everyone is working safely and feels safe.

If you employ cleaning contractors or staff then you should communicate additional cleaning measures to them and ensure they are aware of the risks.

Arrange regular opportunities to get feedback from staff on the new arrangements.

The Department for Education has published a guidance on Safe working in education provides information on principles for staff that you may also be able to apply your own risk assessment, and especially relevant if you offer vocational learning.

Communicating with parents

You should communicate your plans for reopening your provision to parents, including how you will ensure that children are safe and how you will limit the infection and transmission of the virus.

Consider these steps:

- use technology to communicate with parents and carers digitally where possible
- provide your opening plan, parents, carers or any visitors, such as suppliers, to your setting, and how you will implement the protective measures of coronavirus (COVID-19) following the COVID-19: guidance for households with possible or confirmed coronavirus (COVID-19) infection
- encourage parents to use the NHS Test and Trace service to get tested if they feel ill, they should wait or a place possible or a place vehicle
- ensure parents know that they should not send children to your setting if they are showing any of the symptoms of coronavirus (COVID-19) and, where possible, these during exam hours for public transport. We will be particularly interested in hearing from parents who are shielding
- let parents and people know that you have taken extra hygiene and cleaning measures in place to keep children and staff safe, including measures to ensure that children are kept in bubbles and that children do not mix with children from other bubbles
- ask the need for parents and carers to wait, but where they have to, ensure they do so outside your setting and that they do not come into your premises
- clear the school gate at entrance and exit, or drop off

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 health or wellbeing difficulties for some children and they may be at increased risk of harm or abuse. Due to the current circumstances, vulnerable children may be at increased risk of harm or abuse. Staff may be the only professional network they are able to rely on, and they will need to be alert to access. Therefore, it is important that they are your staff are aware of the signs of abuse and neglect, and know what to do if they are concerned about a child.

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

- sexual injuries, including bruises, burns, fractures, bite marks or signs of penetration
- sexual behaviour, including sexual knowledge or sexual language
- communicating expressing or using sexual language
- changes in behaviour, including withdrawal, aggression, particularly around school reintegration

If safeguarding issues come to light, they should be addressed using your setting's child protection and safeguarding policy, and should be shared with the safeguarding lead of reopening your setting.

If you have one or more vulnerable children or young people, then it is important to ask about your child protection procedures to ensure that all children are safeguarded. Ask your child protection lead, or if you do not have one, ask your safeguarding lead, who is the child's social worker.

These should include details of your designated safeguarding lead (DSL) and deputy DSL if you have one, and how they will be contacted, as well as contact details for local safeguarding services such as local authority children's services. Read the Keeping children safe in education for more details.

In addition, you may want to include details of Barnardo's recently launched helpline for children and young people who are worried about their friends and young people in England who are concerned about sexual harassment and sexual violence, and local safeguarding partnership's support to those who are not being supported by a social worker.

You should review your child protection and safeguarding policy and make additional training on child protection and safeguarding issues before reopening your setting.

It will be especially important for providers to ensure that:

- the lead or deputy DSL is available to provide advice and support
- if anyone has a safeguarding concern about any child they should act immediately in line with their policy
- appropriate arrangements are in place to ensure that children who are vulnerable people are not allowed to enter the children's workforce and/or be in contact with children
- appropriate arrangements are in place to ensure that volunteers who are 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 how to support:

- individual children and young people who have found the long period of time hard to manage
- those who have developed anxieties related to the virus

Some children may also have experienced bereavement in their immediate family or wider circle of friends or family or be bereaved or near dying family members.

As part of your strategy, you need to provide:

- opportunities for children to talk about their experiences of the past few months
- opportunities for conversations with trusted adults where they may be worried
- some lessons or relevant topics, for example, mental wellbeing or staying safe

Equality

As a provider of services to children and young people, it is important that you ensure that your policies, practices and organisation that provides equal and impartial.

This may require adjustments to your working practices and approaches to ensure that everyone feels welcome. Your organisation's equality and diversity policy should be considered at all times and especially when making decisions about reopening your setting, and when planning for the reopening of your setting.

Providers are permitted to open for disabled children. Take into account the needs of children who are disabled or have SEND when you are making decisions to open your setting. Providers are permitted to open for children who are vulnerable. Providers should be mindful of the need to be sensitive when making decisions about who to open to.

Local Authorities are ultimately responsible for ensuring provision is made for explore measures flexibility in delivery to meet children in different settings. Providers, in the case of children who are vulnerable, and local authorities, in the case of children who are disabled, should work with young responsibilities for example, some local authorities have made more use of direct payments to provide more flexible provision.

It is helping the key to discharge their duties under the equality duty and prepare to employment and the promotion of services because of a protected characteristic, such as race, sex or disability.

Employers and organisations (voluntary or otherwise) plus have additional responsibilities under the Equality Act 2010 to make reasonable adjustments.

There is emerging evidence that BAME individuals may be more seriously affected than the general population. Coronavirus (COVID-19): guidance for people from black, Asian and minority ethnic backgrounds provides more information on this issue, including advice for people, parents and carers, and staff, and should ensure interventions to the work setting to manage risk are carefully and appropriately communicated.

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 promoting safety measures, such as frequent handwashing.

e-Bug has produced a series of helpful coronavirus (COVID-19) posters:

- Horrid hands
- Super sneezes
- Hand hygiene
- Respiratory hygiene
- Microbe mania

Busy Bees has produced activities for children to promote safety measures, such as Our hand washing song (PDF, 958KB).

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

Dr Dog explains coronavirus.

Bright Horizons: Talking to Children about COVID-19 (novel coronavirus).

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1. 'School' means all schools whether maintained, non-maintained, or independent, including academies and free schools, alternative provision academies, and pupil referral units. It includes maintained nursery schools. ↩
2. 'College' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being in the further education sector. ↩
3. Most providers caring for children under eight years old must register with Ofsted (on The Early Years Register or The Childcare Register) or a childminder agency, unless the law states otherwise. Exemptions are set out in the Childcare (Exemptions from Registration) Order (SI 2008/ No 979) and are summarised in the Registering with Ofsted guidance for childminders and childcare providers. Providers who are exempt from compulsory registration may still apply to register on the voluntary part of the Childcare Register if they meet its requirements. ↩
4. Full-time is not defined in law. Further information on institutions that must register at schools is contained in the department's guidance on registration. ↩
5. If a child meets the definition of disabled child within the meaning of s.17(11) of the Children Act 1989, the LA must provide short break services to the individuals who provide care for such children under paragraph 6 of Schedule 2 of the Children Act 1989. If a child with SEND does not meet the s.17(11) definition, the LA can carry out an assessment of the child's needs and offer short break services if appropriate under s.17 (1). ↩

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Yes No

There is something wrong with this page

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