



Department
for Education

COVID-19: Actions for out-of-school settings

July 2021

Contents

Who is this guidance for?	3
Venue-specific guidance	3
About this guidance	4
Overview	4
Who can attend your setting	4
Staff and workforce	5
Those who are Clinically Extremely Vulnerable	5
Group sizes	5
Risk assessment	6
Control Measures	9
Safety measures for activities in out-of-school settings	12

Who is this guidance for?

This guidance is for out-of-school setting providers and their staff, who provide, for children (who were under the age of 18 on 31 August 2020):

- community activities
- tuition
- holiday clubs
- breakfast and after-school clubs for children

It applies to:

- providers that 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 either the compulsory or voluntary childcare register
- schools or colleges that offer extra-curricular activities or provision for children before and after school, during weekends or outside of term-time
- providers that offer breakfast, after-school clubs or extra-curricular activities in schools, who should also refer to the [guidance on actions for schools during the COVID-19 outbreak](#)
- registered early years providers caring for children under the age of 5, who should refer to the guidance for [early years and childcare providers during the COVID-19 outbreak](#)
- providers of youth services and activities, who should also refer to the National Youth Agency's [guidance for managing youth sector spaces and activities during COVID-19](#)
- [providers of the DfE funded summer schools programme](#)

There is separate [out-of-school settings COVID-19 guidance](#) available for [parents and carers](#).

Venue-specific guidance

Out-of-school settings can take place in many kinds of venues, from a private home to more formal places such as community and youth centres, sports clubs, and places of worship.

Therefore, if your out-of-school setting takes place in one of the following premises, you should also follow the guidance for:

- [places of worship](#)
- [community centres, village halls and other multi-purpose community facilities](#)
- [providers of grassroots sport and leisure facilities](#)
- [schools during the COVID-19 outbreak](#)
- [working safely during COVID-19 in other people's homes](#)

About this guidance

This guidance explains the actions out-of-school settings should take to reduce the risk of transmission of COVID-19 in their settings. This includes public health advice, endorsed by Public Health England (PHE).

We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

Overview

As the country moves to Step 4 of the roadmap, the government will continue to manage the risk of serious illness from the spread of the virus. This marks a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for two doses by mid-September.

Our priority is for you to deliver face-to-face, high quality provision to all children.

We have worked closely with the Department of Health and Social Care (DHSC) and Public Health England (PHE) to revise this guidance.

Who can attend your setting

Out-of-school settings and wraparound childcare providers can offer provision to all children, without restriction on the reasons for which they may attend.

Home education

Where a child who is electively 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 solely by children who are electively home educated or a combination of children attending school and children being home educated.

All children who are electively home educated may attend out-of-school settings.

Staff and workforce

Out-of-school setting leaders are best placed to determine the workforce required to meet the needs of the children in attendance.

Those who are Clinically Extremely Vulnerable

Clinically extremely vulnerable (CEV) people are no longer advised to shield, but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the [CEV guidance](#) to minimise their risk of exposure to the virus.

Staff in out-of-school settings who are CEV should currently attend their place of work if they cannot work from home. DHSC will publish updated guidance before Step 4.

We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible.

All CEV children and young people should attend their education and childcare settings unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their GP or clinician not to attend.

Group sizes

Wraparound childcare and other organised activities for children may take place in groups of any number.

Group sizes for children under 5

Providers caring for children:

- under 5 years only should refer to the guidance for [early years and childcare providers during the COVID-19 pandemic](#)

- both under 5 years and aged 5 years and over, in mixed groups together, should follow this guidance.

Risk assessment

As a provider, you are likely to have a legal duty of care to try to ensure the environment is safe for people who visit or attend. This means you have a duty to take reasonable steps to ensure that people will be safe using the venue for the purposes for which they attend, including regularly reviewing and updating your risk assessments - treating them as 'living documents', as the circumstances in your setting and the public health advice changes. This should include procedures on what to do if a child or staff member develops symptoms while at your setting (for more information see [When an individual develops COVID-19 symptoms or has a positive test](#)) and having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of out-of-school setting leaders in relation to health and safety risk assessments and managing risk see [Annex A: health and safety risk assessment](#) in the schools COVID-19 operational guidance and [Keeping children safe during community activities, after-school clubs and tuition](#).

Mixing and 'bubbles'

At Step 4, we will no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). When we proceed to Step 4, this means that bubbles will not need to be used for any summer provision or from the autumn term.

You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.

Any decision to recommend the reintroduction of 'bubbles' should not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.

Tracing close contacts and isolation

Close contacts will be identified via NHS Test and Trace and out-of-school settings will not be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. Contacts from an out-of-school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due

to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.

Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

18-year-olds will be treated in the same way as children until 4 months after their 18th birthday to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.

Face coverings

From Step 4, face coverings will no longer be advised for children, parents, staff and visitors either in classrooms or in communal areas. You can find more information on the use of [face coverings including when to wear one, exemptions and how to make your own](#).

From Step 4, face coverings are also no longer legally required to be worn in rooms or communal areas in community settings or on public transport.

In circumstances where face coverings are recommended

If you have an outbreak in your setting a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by children, staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility.

In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the

nose and mouth and be made with a breathable material capable of filtering airborne particles.

The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth.

Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings.

Where appropriate, you should discuss with children and parents the types of reasonable adjustments that are being considered to support an individual.

No child should be denied education or childcare on the grounds of whether they are, or are not, wearing a face covering.

Stepping measures up and down

You should have outbreak management plans outlining how you would operate if there were an outbreak in your setting or local area. Given the detrimental impact that restrictions on education and childcare can have on children and young people, any measures in out-of-school settings should only ever be considered as a last resort, kept to the minimum number of settings or groups possible, and for the shortest amount of time possible.

Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission. The Government will review its approach for enhanced response in local areas before Step 4

If you have several confirmed cases within 14 days, you may have an outbreak.

You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required

such as implementing elements of your outbreak management plan. You can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.

The [Contingency Framework](#) describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

Control Measures

You should:

1. Ensure good hygiene for everyone
2. Maintain appropriate cleaning regimes, using standard products such as detergents
3. Keep occupied spaces well ventilated
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

1. Ensure good hygiene for everyone

Hand hygiene

Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that children clean their hands regularly. This can be done with soap and water or hand sanitiser.

Respiratory hygiene

The 'catch it, bin it, kill it' approach continues to be very important.

The [e-Bug COVID-19 website](#) contains free resources, including materials to encourage good hand and respiratory hygiene.

Use of personal protective equipment (PPE)

Most staff in out-of-school settings will not require PPE beyond what they would normally need for their work. The guidance on [the use of PPE in education, childcare and children's social care settings](#) provides more information on the use of PPE for COVID-19.

2. Maintain appropriate cleaning regimes, using standard products, such as detergents

You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.

PHE has published guidance on the [cleaning of non-healthcare settings](#).

3. Keep occupied spaces well ventilated

When your setting is in operation, it is important to ensure it is well ventilated and that a comfortable childcare or learning environment is maintained.

You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example performances.

Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.

If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.

Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

You should balance the need for increased ventilation while maintaining a comfortable temperature.

The [Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak](#) and [CIBSE COVID-19 advice](#) provides more information.

DfE is working with the Scientific Advisory Group for Emergencies (SAGE) and NHS England on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.

4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

When an individual develops COVID-19 symptoms or has a positive test

Children, staff and other adults should follow public health advice on [when to self-isolate and what to do - Coronavirus \(COVID-19\) - NHS \(www.nhs.uk\)](#). They should not come into your setting if they have [symptoms](#) or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example they are required to quarantine or have a positive test).

If anyone in your setting develops [COVID-19 symptoms](#), however mild, you should send them home and they should follow public health advice.

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a child is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE guidance. Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow the PHE [stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

Asymptomatic Testing

Testing remains important in reducing the risk of transmission of infection within settings. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.

Over the summer, staff and secondary age children should continue to test regularly if they are attending settings that remain open.

If you are operating on or linked to a school, you may wish to discuss with that school how your staff can continue to access regular asymptomatic testing via this route. Schools will not provide tests for twice weekly asymptomatic testing for pupils over the summer period unless they are taking part in school-run out-of-school activities.

However, testing is widely available for all settings operating on and away from school sites. Staff and secondary age children can collect home test kits either from their local pharmacy or by ordering online: [Order coronavirus \(COVID-19\) rapid lateral flow tests -](#)

[GOV.UK \(www.gov.uk\)](https://www.gov.uk). You should communicate this to staff, secondary age children and parents.

There is no need for primary age children (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.

Confirmatory PCR tests

Staff and children with a positive LFD test result should self-isolate in line with the [stay at home guidance](#). They will also need to [get a free PCR test to check if they have COVID-19](#).

Whilst awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the child or staff member can return to your setting, as long as the individual doesn't have COVID-19 symptoms.

Admitting children back to your setting

In most cases, parents and carers will agree that a child with symptoms should not attend your setting, given the potential risk to others. If a parent or carer insists on a child attending your setting, you can take the decision to refuse the child if, in your reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.

Safety measures for activities in out-of-school settings

Parental Attendance

We no longer advise that providers limit the attendance of parents and carers at sessions. You should continue to ensure that you have parents' and carers' most up-to-date contact details in case of an emergency.

Sports provision

All sports provision, including competition between settings, should be planned and delivered in line with this guidance..

Providers of sports activities should also refer to:

- guidance on [grassroot sports for public and sport providers](#), [safe provision](#) and [facilities](#), and guidance from [Sport England](#)
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance](#) documents
- [using changing rooms safely](#)

Performances and Events

If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the DCMS [working safely during COVID-19 in the performing arts guidance](#) .

If delivering sporting or other organised events, more information can be found in the [COVID-19: Organised events guidance for local authorities](#).

Educational visits and trips

At step 4, out-of-school settings and wraparound childcare providers may undertake educational visits in groups of any number and children will no longer need to be kept in consistent groups. Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place.

We continue to recommend you do not go on any international visits before the start of the school autumn term. From the start of the new school term, you can go on international visits that have previously been deferred or postponed and organise new international visits for the future from when the new school term starts.

You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.

You should speak to either your visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI).

Safeguarding

It is important that you and your staff are aware of safeguarding issues and the signs to look out for. Further information is available in the guidance for [keeping children safe during community activities, after-school clubs and tuition](#).



Department
for Education

© Crown copyright 2021

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk