COVID-19 Compliance code for all educational settings – Autumn Term

Norfolk County Council

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1. Introduction and document updates

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

Statistical analysis suggests that staff in educational settings tend not to be at any greater risk than many other occupations and there is no evidence that children transmit COVID-19 any more than adults. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low. The measures that need to be put in place to create a safe environment from the Autumn Term reflect the fact that the prevalence of coronavirus (COVID-19) has decreased. The Government is confident that with this improved position, "*the balance of risk is now overwhelmingly in favour of children returning to school".*

Educational settings are being asked to develop a system of controls that manages the risk balanced with the need to deliver full time education and a full curriculum. All settings must:

- Ensure that people who are ill or have been asked to isolate stay at home
- Implement enhanced cleaning arrangements Implement robust universal hygiene measures
- Encourage the active engagement of staff and families with NHS Test and Trace services

In addition, where possible, and balancing the need to provide full education provision with the risks of transmission settings should:

- Minimise the number of contacts that pupils and staff have during the school day and maximise distancing between those in school
- Minimise the potential for cross contamination

Public Health England (PHE) are clear that if settings follow these requirements (which are included in this compliance code), then they can be confident that risks are being effectively managed.

This compliance code details the arrangements that must be put in place during the Government's recovery plan and should be used to develop your risk assessment which is provided in *COVID-19 Educational Settings Risk Assessment – Autumn Term.* It sets out:

- The control measures which are required to minimise the risk of transmission
- The process that should be followed if anyone develops symptoms while they are at the setting.

Norfolk County Council

COVID-19 Complianc code for all educational settings – Autumn Term

This compliance code sets out the measures necessary to enable leaders to make informed judgments about how to balance delivering a broad and balanced curriculum with the need to effectively manage risks, considering the needs of their school and community. Many of the controls needed will be the same or similar to those you have been implementing over the summer term. The main changes relate to groupings or bubbles and delivery of the required curriculum. Cleaning and personal hygiene requirements are the same as before, but with increased numbers in the school become even more important.

The Compliance Code reflects the governments guidance for full opening of schools as well as all other relevant guidance relating to other activities including office work, performing arts, cleaning non-healthcare settings etc

It should be read in conjunction with:

COVID-19 Your health and your safety when working in educational settings
COVID-19 Educational settings – personal protective equipment guidance
COVID-19 Educational settings - new and expectant mothers risk assessment
COVID-19 Pupil Specific Needs Risk Assessment (for SEND pupils)
COVID-19 Educational Settings - Management of Cases Guidance
COVID-19 Educational Settings Risk Assessment - Swimming Pools

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

Date of change	Section, Page and Change
10-07-2020	New document
04-08-2020	Reference to new documents: • COVID-19 guidance for Swimming Pools • COVID-19 cleaning and disinfection supplementary information Sections reworded for clarity with no new requirements: • Staffing • Minimise contact, maintain social distancing and activity risk reduction measures • Cleaning and disinfection (to refer to new supplementary information. New information in this compliance code: Page 25 -Foggers, UV devices and misters Page 31 – Aerosol Generating Procedures

Norfolk County Council

COVID-19 Compliance code for all educational settings – Autumn Term

2. Specific responsibilities

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

It is important to ensure that all required control measures are implemented in order to manage the risk effectively in the same way you normally would with other health and safety related risks. In the event of a case or outbreak in your setting the controls outlined in this Compliance Code and other related guidance would be used by enforcing authorities as a benchmark for compliance with the law.

3. Principles of safe working

The transmission of COVID-19 is thought to mainly be through respiratory droplets generated by coughing and sneezing, and through contact with surfaces that have been contaminated with droplets either directly from a cough or sneeze or indirectly, from someone who has the virus on their hands touching it e.g. from coughing into your hands.

However, research has also identified the presence of COVID-19 virus in other bodily fluids of confirmed cases. All bodily fluids (except sweat), including diarrhoeal stools from people with known or possible COVID-19, should be regarded as potentially infectious. There is also emerging evidence that transmission can occur via aerosols from breathing out particularly where you are in close contact with the infected person or these are propelled as a result of shouting, singing or via other means such as musical instruments.

In summary, there are two primary routes by which COVID-19 can be transmitted:

- infection can be spread to people through close contact with infected individuals and respiratory droplets or aerosols generated during coughing and sneezing.
- direct contact with infected tissues, body fluids or indirect contact with contaminated surfaces such as door handles and then touching their own mouth, nose, or eyes.

Current evidence suggests that most people will not be infectious until the onset of symptoms although there is emerging evidence of the significance of pre-symptomatic infectivity. Therefore, for the purposes of contact tracing you will be required to take appropriate action if you have been in close contact with anyone for 2 days before and up to seven days after they have developed symptoms. Evidence suggests that the risk of transmission increases the more often and the longer someone has close contact with a symptomatic person and therefore a close contact is defined as someone you have spent any amount of time in face to face contact with within 1 metre or anyone you have spent 15 minutes or more with, within 2 metres.

COVID-19 Compliance code for all educational settings – Autumn Term

The longer you are exposed to an infected person and the closer proximity you have to them the greater the risk of you catching the virus.

Therefore, to limit the spread of the virus we need to minimise the available transmission routes and the time of exposure. This compliance code details how to implement the combination of approaches which are shown in the diagram above. This compliance code takes you through the measures required to achieve this including:

Limiting direct contact:
- Cohorting staff and pupils to reduce the number of people transmission can occur between;
- Implementing social distancing (keeping 2m distance) as much as is possible both within and between cohorted groups.
- Working outdoors in in well ventilated areas where possible
- Organising spaces and facilities to support distancing
- Organising activities to support distancing

Everyone applying excellent **universal hygiene measures** at all times and the setting enabling this through the provision of hand sanitiser points, signage, supervision and information.

Enhanced **cleaning** of the premises, equipment and items

Wearing PPE if required: For most of us in our roles PPE is not required. That is because all the measures described above will significantly reduce the risk. Using PPE where it is not necessary may mean that we are increasing transmission risk to ourselves and others and may use a scarce resource needed by others working in increased risk roles. Separate guidance on when PPE should be used and how is provided.

4. Safe working

COVID-19 Compliance code for all educational settings – Autumn Term

4.1 Management Planning

Headteachers and managers can communicate powerful signals about the importance and significance of safe working arrangements through their own action. Leading by example will support others to feel they can do the same and that new ways of working are possible. Equally, the development of a positive culture can be undermined through negative behaviour. It is likely that we will need to manage with COVID-19 for some time to come, it is important therefore, for leaders and managers to consider the culture they are setting by the arrangements they put in place to deliver education and learning in a way that is safe and secure for everyone, children, staff and parents.

Senior Management Team

In planning how you will extend opening to all pupils at the setting management teams must ensure that:

- Your assessment fully considers the requirements of this compliance code
- The assessment is carried out in conjunction with staff and staff representatives (and pupils where appropriate).
- Arrangements are in place to ensure compliance with the standards that have been set and the controls identified through the risk assessment
- Regular review of this assessment takes account of feedback, concerns, suggestions and changes in line with updated information from Health, Safety and Well-being.
- Safeguarding arrangements are not impacted as a result of changes to working arrangements.
- The continuity of essential supplies is considered in order to operate safely.
- Governors are involved and are supporting the setting to ensure that actions are completed (further information is provided in the school governance update)
- Accurate records of site users (visitors, staff and pupils) are maintained for 21 days following the COVID-19 Case Management Guidance requirements and settings must publish a GDPR statement on keeping and using visitor records
- COVID-19 Educational Settings - Case Management Guidance is implemented.
- COVID-19 Educational Settings – management of cases risk assessment and checklist is completed.
- Individual risk assessments are completed where required
- All guidance referred to in this compliance code is reflected in your safe working arrangements.
- The Headteacher and Chair of Governors should sign and display the COVID Secure notice in order to confirm that you have carried out the risk assessment:

  - COVID-19 Secure in Primary and Early Years Settings
  - COVID-19 secure in Secondary Settings

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

Premises and premises management (including cleaning)

It is unlikely to be necessary for schools to make significant adaptations to their site or need to acquire additional premises due to the fact that:

- class sizes can return to normal
- spaces used by more than one class or group can be cleaned between use.

Some schools may determine as a result of carrying out their assessment that small adaptations are required, such as installation of automatic door closers to reduce the number of touch points, door retainer devices that keep fire doors open unless there is an alarm, efficient hand dryers to ensure pupils dry their hands thoroughly after washing their hands, lever taps to reduce the need to touch taps with hands. Any adaptations that can be made that reduce the number of hand contact points and support the improvement of hand or respiratory hygiene are positive steps to supporting infection control. Settings could consider staggering such improvements where time and resources are limited.

All settings will be expected to install hand hygiene points (hand sanitiser) at relevant locations around the site. Research shows that event prompts are an effective means to improve hand hygiene. Further information is provided at 4.3 *Hand cleaning/washing arrangements*

Normal premises management arrangements should be resumed. The requirements of this compliance code must be applied for those activities, for example, managing contractors on site and fire evacuation arrangements.

Activities should be scheduled to avoid times when pupils and staff are using the same areas unless part of the same bubble/group.

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

Staffing

Settings are now able to welcome all staff back to support the delivery of a broad and balanced curriculum including supply teachers, coaches, specialist teachers, tutors or professional support workers, trainee teachers and volunteers.

It is recognised that some staff will need to work across different bubbles or groups or across different settings and this is permitted. In order to minimise transmission however, the following should be applied **as much as is possible**:

- Keep temporary, visiting and external staff numbers as low as is possible

COVID-19 Complianc code for all educational settings – Autumn Term

- Implement longer assignments with supply teachers and agree a minimum number of hours across the academic year
- Avoid short duration, adhoc work
- Assign all staff whether permanent, temporary or visiting specialists to consistent groups to limit the number of children they interact with. This may mean rearranging coaching timetables to longer rotas than normal
- Arrange work patterns so there is 48 hours between attendance at different sites to reduce the number of close contacts that would be identified through test and trace.

Remember the more people someone has contact with the more opportunities for the virus to transmit and the greater number of people that may be required to isolate if they were to test positive.

Therefore, where the above cannot be applied, ensuring scrupulous compliance with other infection control measures becomes imperative.

Where staff can work from home they should continue to do so even if for part of the working week. Therefore settings should assess what is feasible and appropriate for example, for administrative and leadership roles.

4.2 Minimise contact, maintain social distancing and activity risk reduction measures

Separation of people and the use of consistent groups to limit interactions with others is important in education settings to minimise the possibility of virus transmission. We do this because:
- This helps to reduce the risk of transmission of the virus. The more people we are in contact with the more likely we will come across the virus, and if you have the virus, the more people you can pass it on to.
- It minimises the number of people that will need to isolate if someone tests positive.
- It helps to identify who needs to isolate more easily if someone tests positive.

However, it is recognised that by welcoming all staff and children back to the setting full time, it may not be possible to maintain bubbles in the same way you have previously.

It is not possible to outline the numerous ways that settings may develop their bubbles or groups as this will depend on a number of factors such as the size of the setting, the availability of staff, the curriculum needs, transport needs and wraparound care or extra curriculum provision. Therefore, the following principles should be applied taking into consideration local circumstances:

- Develop main groups (bubbles) that are the smallest practicable.

COVID-19 Compliance code for all educational settings – Autumn Term

- Consideration should be given to reducing the number of children to staff ratio further where possible in order to assist with applying social distancing measures. The circumstances where this should be considered include: when carrying out practical activities such as some secondary curriculum subjects, music, or because of health conditions or understanding of the children.
- Develop extended groups or bubbles where necessary to account for school transport limitations (see travel and transport), siblings attending wraparound care together not being in the same year group, the provision of specialist activities or in secondary education to deliver specialist subjects etc. Extended groups could be based on school years or other formal groups already in existence.

The diagram below illustrates how the use of extended groups may work.

In the first example the extended group could be a year group or something similar and the main groups are different subject groups. If a child in main group B tested positive both group B and group A would need to isolate because they are all close contacts of the child. Group C would not initially need to isolate but they would be at increased risk of catching the virus because of their connection to group B through children from group A they take lessons with.

In the second example a child in main group B tests positive, they also belong to travel group A and club group A e.g. for wraparound care, this results in main group B, travel group A and club group A all needing to isolate because they are close contacts. The children in main group A and C that are not part of the extended groups will not need to isolate at this time but are at increased risk of catching the virus.
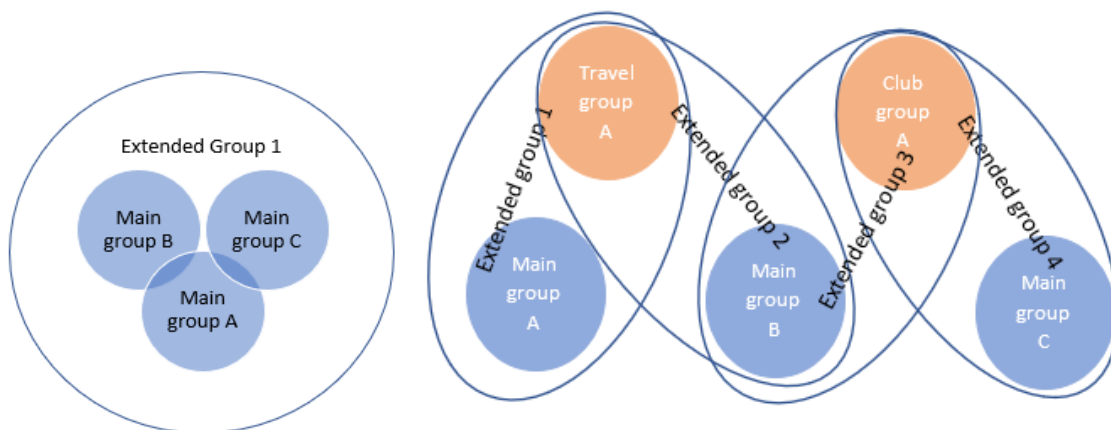
It remains important to minimise contact within groups as well as between groups through distancing measures where this can be done. However, where separation within younger groups impedes educational development or impacts on well-being mixing is permitted e.g. for early years development. However, wherever activities can be

undertaken maintaining distance without detriment to development or well-being, it should.

Particular attention should be paid to the following areas and implemented where it is possible to (further details are provided throughout this code):

- Keeping groups static and not mixing with other groups.
- Staggering starting, lesson, break and finishing times as much as possible to prevent transit routes from getting busy and mixing of groups even for short periods. Remember, a close contact is any face to face contact within 1m for any period of time, so pupils stopping for a brief chat in a corridor may be considered as a close contact and could give the virus enough opportunity to pass from person to person. It is recognised that settings that rely on public transport or school transport services may not be able to alter start and finish times as much as other settings. However, settings must still consider how this can be managed to prevent mixing of groups once at the setting and transit routes getting busy.
- Reducing the need for groups to move around the setting e.g. conducting assemblies remotely using technology, lunch being taken in classrooms, using the same classroom for as many lessons as possible. In high schools, where you don't need specific resources for a lesson, teachers should travel to the class rather than the class to the teacher.
- Where classrooms are being used by different groups that are not in the same 'extended group' the teacher should wipe down common touch points with disinfectant wipes between groups e.g. door handles, desks. You do not need additional training or any PPE to use disinfectant wipes
- Members of staff should remain consistent within groups as much as they can. Where members of staff need to be connected to more than one group e.g. for teaching specialist subjects, the other infection control measures must be scrupulously followed i.e. maintaining social distance, hand hygiene. Where these cannot be followed for particular groups of pupils dedicated members of staff must be assigned to that group/individual
- Where wraparound care is provided by external organisations/run separately from the setting, settings should work with providers to maintain consistent groupings between each provision as far as is possible.
- How shared spaces will be managed such as toilets, dining halls, playgrounds

By following this compliance code, this approach still brings infection control benefits as it reduces the network of possible direct transmission, even where main groups need to be extended and where close contact cannot be achieved all of the time, for example, due to age.

Remember, the implications of mixing within and between groups are:

- **This increases the risk of transmission of the virus between people**

Norfolk County Council

COVID-19 Compliance code for all educational settings – Autumn Term

- **More people, staff and pupils will need to isolate for 14 days if someone from the setting tests positive**
- **It may be difficult to identify who has been a close contact and therefore the virus will have a chance to spread undetected**

Therefore:
- Children who are old enough must be supported to maintain distance and not touch staff or their peers
- Face to face contact and the time spent within one metre of anyone must be avoided where it is possible.
- Where staff or children cannot maintain distancing (particularly with younger children) the risk must be reduced by ensuring that groups do not mix.

Planned close contact activities
It is recognised that close contact occurs in Primary and Early Years Settings and may in some instances be necessary in Secondary settings and this is a core principle of reducing the number of contacts a child has through creating smaller groups (of pupils and staff) and implementing the infection control measures described in this document. In addition to those measures, planning should include:

- Considering the hand contact with surfaces such as changing beds, wheelchair, hoists. Ensure that they are cleaned and disinfected before and after use.
- Ensuring that staff increase their level of self protection, performing hand hygiene before and after carrying out the task
- Ensuring that the pupil washings their hands before and after where they are able to or use skin friendly hand wipes before and after.
- Checking that the person does not have symptoms as described in this document.

Please note: where a non-symptomatic pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.

Other general measures
- Outdoor spaces lower the risk of transmission and the use of outdoor spaces must be maximised. However, the principles of grouping or bubbles as outlined above also apply when operating in outdoor spaces so groups must be kept apart and social distancing applied.
    -
- Large gatherings such as assemblies with more than one group must be avoided.
- Movement around the school must be kept to a minimum and movements managed through the most appropriate means for the setting such as one way systems, use of alternative exits and entrances.
- Queues are avoided where possible, and distance markings provided where queuing is likely

- Consideration must be given to staggered break, lunchtimes and other times where movement around the school is needed
- The use shared staff spaces should be minimised, configured to avoid sitting face to face and to achieve social distancing
- Pupils should limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Where they are brought in, they should only be used by that child.
- The allocation of lockers and cloakrooms must take into account the assigned groups, so that groups are not compromised when they are being used.
- Where bags are not allowed to be kept at desks/workspaces e.g. science lessons or DT lessons consideration should be given as to how these can be safely stored in a way that won't encourage pupils congregating and touching each other's belongings e.g. use of lockers, bag hooks
- Activities that encourage or cause people to raise their voices or shout must not take place.
- Pupils and teachers can take books and other resources home where necessary for educational and development, although unnecessary sharing should be avoided. The requirements for hand hygiene, quarantining and cleaning of resources should apply as much as is possible)
- Arrangements for collecting, passing on and returning shared resources and equipment is planned to prevent close contact.
- Larger spaces are not used by more that one group without physical partitioning.

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

- Consider where you can use alternative larger spaces such gyms and halls to accommodate groups
- Encouraging distancing by reconfiguring furniture, unnecessary furniture and objects should be removed where possible.
- Ensure seating is forward facing,
- The position of the teachers space/desk should also be considered as part of this configuration to support distancing from the class.
- The teaching approach should be modified to keep a distance from children in the class as much as possible, particularly close face to face support (noting that it is understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
  - Where close contact is needed this should be conducted side by side rather than face to face.
  - Avoid calling pupils to the front of the class or going to their desk to check on their work.
  - Avoiding using shared resources as much as possible, particularly those used frequently such as pens and pencils as well as limiting those that are taken home.

- Pupils should not share or swap resources and materials including ceasing the marking of each other's books.
- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces (refer to cleaning and disinfection).
- Children are able to bring toys and other resources in from home but these should be minimised and not be shared with the group.
- Consideration should be given as to how pupils enter and exit the classroom. This should be managed to maintain distancing.

Remember, the greater the frequency and length of close interactions the increased risk of transmission and the more important additional infection control measures become.

Playgrounds
The following measures must be implemented for playgrounds:

- Implement signage to identify the maximum number of users for equipment and encourage maintaining distance both waiting for and while using equipment
- Remove or mark off seats to encourage distancing
- Supervise the use of equipment, implementing a time limit for each user to enable other users to take their turn and reduce the possibility of them encroaching on distance space through frustration
- Implement a one-way system around outdoor gym equipment or trim trails
- Consider taking equipment out of use where it is positioned close to other equipment, particularly if it encourages face to face play
- Install hand sanitiser stations near to play equipment and instruct users to utilise this before and after play
- Install bins nearby to encourage use of tissues and appropriate disposal
- Allocate time on the play equipment for each group/bubble
- Clean equipment touch points frequently, and between each group's use

Specialist curriculum considerations

Music
There may be an additional risk of infection associated with singing, chanting, playing wind or brass instruments or shouting even where social distancing is applied. Singing, wind and brass playing should not take place in large groups such as school choirs and ensembles, or school assemblies.

Music lessons should be restricted to using recorded music or playing of non-wind or brass instruments unless lessons can be taught in smaller groups not exceeding 15 people as the playing of musical instruments and singing increases the risk of transmission.

Where smaller groups are viable and singing or the playing of such instruments takes place this must ideally take place outside or alternatively in a well-ventilated space; participants must be positioned to maintain at least 2m distance between them (3m is preferable) with no-one directly facing another person. Where the music teacher needs to face the group they should maintain 3m distance.

Drama and performances
Performances with audiences must not take place at present.

Activities that involve raised voices or shouting must not take place. Settings may need to consider operating smaller class sizes for drama lessons.

Outside drama must be planned as a first consideration where possible.

In all cases, the following must be applied:

- Increasing hand hygiene and surface cleaning
- Using back to back or side to side positioning
- Maintaining distancing

Physical activity
The way in which physical exercise is arranged is particularly important as these activities induce increased breathing rates which increases the risk of transmission. Particular consideration must be given to:

- Maximising the use of outdoor space. Where it is not possible, e.g. due to inclement weather, the largest available, well ventilated spaces must be used.
- No contact sports permitted
- Prioritisation of low impact activities over high impact
- Maximising distancing between participants
- Arranging means for collecting, passing on and returning shared resources and equipment to prevent close contact
- Reduce or avoid the use of non-personal kit. Any non-personal kit e.g. bibs must be carefully cleaned between uses.
- Keeping pupils in consistent groups

Scrupulous attention must be given to cleaning and hygiene. Sports equipment and touch points must be thoroughly cleaned between each by group as outlined in the *Cleaning and Disinfection* section.

External facilities can also be used in line with guidance for the use of, and travel to and from those facilities. However, a risk assessment must be completed in advance and all the relevant sections of this compliance code considered as part of that. Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroot sport
- advice from organisation such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures (see also staffing).

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

The use of changing rooms and showering facilities should be avoided where possible. Where they are needed, consider how you can limit use for example, allow PE Kit to be worn on arrival and for the whole day, or part of the day until after the lesson.

Moderations must be made to the changing facilities to ensure social distancing is maintained. This may include limiting the numbers in the space, use of floor markings, planning the management of movement around the space, additional cleaning arrangements etc. Users should use these facilities as quickly as possible.

Swimming Pools guidance is provided separately and should be referred to.

Subjects involving practical activities
Modify curriculum activities including the way practical activities are carried out and the times they are delivered to support distancing and limit close contact. Particular attention should be paid to:

- Practicals and experiments should be reviewed for appropriateness in the light of the need to keep pupils distanced from each other. Particular thought should be paid to how the use of fume cupboards, Bunsen burners, sinks and other shared equipment/spaces can be managed to prevent close contact
- Settings should consider how they can undertake practical demonstrations without the need for pupils to congregate at the front of the class e.g. technology could be utilised to project the demonstration onto a smart board or screen to aid visibility
- For practical subjects e.g. Design Technology, it is not always safe to maintain social distancing. Therefore, smaller teaching groups should be employed. Where close contact activity is required this must be for the shortest time duration that is safe and practical, the teacher should position themselves next to rather than in front of the pupil, all parties should undertake hand hygiene before (where practical and this doesn't delay safety) and after the interaction.

COVID-19 Compliance code for all educational settings – Autumn Term

CLEAPSS COVID-19 resources and advice, provide further information, for example:

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

Educational visits

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be carried out in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.

Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely, including checks that the venue you are visiting have implemented appropriate measures. In additional to following your normal assessment process using Evolve (online visits planning an approval system) you must:

- Check that the venue or provider are COVID-Secure via a declaration or Good to Go accreditation
- Ensure that the venue has provided you with updated visitor information and briefings, including details of their COVID-19 arrangements
- Check that you are satisfied these arrangements are appropriate. Whilst you will not be close to all the different guidance documents and requirements for different types of venues, the principles that you need to implement in your setting are also relevant for other settings. You can therefore use what you know about infection control requirements to consider if their procedures are appropriate. Specifically:
  - Do they include measures relating to limiting contact between your group and other visitors?
  - Do they support you to maintain distances within your group?
  - Do they support good universal hygiene by visitors and staff e.g. hand washing/sanitisation stations?
  - Do their communications and instructions remind people of the symptoms and ask them to stay away if they should be isolating for any reason?

You may also need to arrange a pre-visit to ensure that visit leaders understand the arrangements and requirements for visiting groups.

Over-night visits and overseas trips must not take place at this time.

Where a pupil attends more than one setting

Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision

setting or special school, schools should work together to ensure the approach is consistent and does not compromise the group/bubble.

Extra-curricular provision
Schools should consider how this provision will work alongside the requirements of this compliance code, keeping children within their bubbles where possible. If it is not possible to maintain bubbles being used during the school day then setting should create small, consistent groups and implement the following :

- Keeping the groups to no more than 15 children with one or two staff members. Group sizes may need to be smaller than 15 children depending on a number of factors such as age of the children in attendance, size of the premises or the type of activity. These groups do not need to be the same as those created during the school term and can consist of children from different school settings but they should remain consistent for all sessions provided
- Social distancing should be maintained both within and between groups
- Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring they only attend one setting consistently
- Parents and carers should be encouraged to attend clubs that are local to them and to walk or cycle to the club or activity
- Where groupings cannot be consistent or static only outside provision should be offered and the group must be limited to up to 6 people including staff members.
- Records must be maintained of all bubbles or groups for 21 days
- Consideration should be given to the types of activities organised in line with this compliance code
- The total number of people permitted to attend the activity whether indoor or outdoor will be limited by the space available to enable social distancing both within and between groups
- Cleaning, hand sanitisation and waste requirements outlined in the compliance code apply to outdoor provision as well as indoor. Particular attention should be applied to touch points such as gates and hand rails, providing hand sanitiser at suitable outside locations and the provision of waste facilities and tissues
- Access to and use of toilet facilities must be considered. In particular you should limit the number of children using the toilet at any one time, and, where possible avoid different groups using the same facilities at the same time.

Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place and activities that encourage shouting, singing or chanting, or the use of wind/brass instruments in groups should be avoided.

COVID-19 Compliance code for all educational settings – Autumn Term

Measures for arriving and leaving

Assessment must consider how to manage arriving and leaving the setting. Preference must be given to staggering times of arrival and leaving by adjusting start and finish in order to keep groups apart and avoiding rush hour (a staggered start and finish time should not reduce the amount of teaching time and you may need to condense free periods/break time in order to achieve this). Where settings rely on public transport or school transport services they may not be able to alter start and finish times as much as others (see below).

The following should be considered:

- Prevention of group mixing
- Implementing social distancing in busy transit routes
- Supervision at key times
- The impact of weather changes on safety arrangements e.g. management of queuing.
- Providing hand sanitiser stations outside for pupil and visitor use
- The management of reception areas, how social distancing and potential points of contact can be managed hygienically
- The management of deliveries to eliminate close contact e.g. having a pre-arranged drop off point, the delivery driver signing for you
- The way the site is used to reduce contact between site users and ensure other safety risks are not increased for example by changes in traffic management
- Using additional exits and entrancing to support cohorting and reducing mixing of groups
- Arrangements for young children to avoid parents entering the setting where possible including hand over at the threshold, using technology to provide an end of day report rather than meeting with parents etc
- Avoiding gatherings at school entrances during drop off and collection times through communicating arrangements with pupils, parents and carers.
- The use of bike racks
- Particular attention should be given to how the first day of term will be organised with both new and existing pupils supported to follow infection control requirements. You may wish to consider staggering the return to school by welcoming back different year groups/classes on different days to help everyone get used to the new way of operating.

Please refer to PPE and face coverings section for information about face covering removal on arrival.

Please note: Additional precautions, other than handwashing as normal are not needed for handling post or packages, the risk associated with this is very low.

Transport and travel

NCC is working with school transport providers to ensure they apply the principles of infection control to their services. Due to the geographical spread of catchment areas in

Norfolk it is not possible to reorganise transport services to maintain setting groups/bubbles. This is permissible under the Government guidance and the other measures taken by services and settings will help to mitigate the risks.

It is therefore important that all pupils sanitise their hands before entering the setting. Settings are therefore required to provide sanitising stations and signage to encourage its use at each entrance. Settings may consider the additional measure of supervising entrances in the morning as appropriate to support this. Further information on sanitiser points is provided in hand cleaning and washing.

Please also see information on face coverings.

Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. For some families, driving children to school will also be an option.

Visitors
Settings must continue to minimise the number of visitors to the setting and consider the time at which visits occur so that visitors are separated from staff and pupils. However, there should be no entry restrictions placed on visitors that are required for the purposes of education or safeguarding.

Arrangements must be in place for the management of all visitors. All visits should continue to be by appointment only so that you are able to inform them in advance of the arrangements for infection control including:

- Your expectation of them while they are on the site, which entrances and exits to use, vehicle movement and parking and how you will ensure their safety
- Any specific arrangements for example, areas of the premises that are suitable for use, and to not use spaces that are already occupied.
- Action to take if they cannot maintain keep away from others
- To leave the setting immediately if they develop symptoms, not matter how mild.

Visitors must also be provided with further information on arrival and asked to perform hand hygiene before entering the site.

Records of visitors must be maintained for contact tracing requirements as described in the *managing cases guidance.*

Visiting professionals
Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.

Contractors and other visits not essential to education and safeguarding
Where visits can happen outside of school hours, they should. Where contractor visits cannot take place outside of school hours e.g. because they cannot be rescheduled or

are required to be carried out during the day, an assessment of how social distancing will be maintained must be carried out and agreed in advance.

Parents and carers should only attend the setting where they have a pre-arranged appointment to do so and they have been provided with information about infection control expectations.

Where on-site meetings are required with parents consideration to the location of the meeting, how it will be managed and who will attend must all be considered in line with infection control requirements
All meetings must be managed in line with the requirements detailed under internal meetings and events.

Movement around the premises

Passing each other briefly in corridors is not a close contact event, however, the movement of groups should be planned in order to avoid group gathering/mixing. This should include staggering movement times, providing alternative routes (such as outside areas), alternative entrances and exits, one-way circulation and central dividers where appropriate.

Lifts should not be shared, unless the person using the lift requires support. For this reason, lifts should be prioritised to those people who are not able to use the stairs. The use of posters to encourage this may be helpful. Hand sanitiser must be provided for use before and after touching lift controls.

Lunchtime and Breaks

The way in which lunch provision is organised must be considered in order to not compromise groups or distancing requirements and prevent pupils congregating together. Recognising that available space may cause difficulties consideration should be given to the other spaces available for lunch provision, including classrooms. The use of pre ordering and trolley services should also be considered.

Where you cannot stagger the times of use between groups or use alternative space larger spaces can be partitioned for use by more than one group. Consideration must be given to how the groups will enter and leave the room without compromising the groups.

Distancing should be maintained at lunch times by moving tables and chairs apart. Consideration should be given to how groups will move around the school to access facilities. Separate entrance and exists could be used to facilitate this, or the use of one-way systems.

Staff must continue to apply social distancing within their grouping and not gather with other groups during breaks. The staff areas used for taking breaks must be staggered to prevent group mixing or consideration can be given to using other spaces as staff rooms. Social distancing must still take place during these times and furniture should be

arranged to support this. Touch points should be wiped down between use by different groups.

Other considerations include:

- Identification of suitable play activities for break times to support distancing
- How pupils will leave class and break spaces to ensure distancing is maintained
- Applying marking to outside spaces to assist with queues coming back in to the building
- Providing additional staff supervision during break times

Catering
Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it. Arrangements must comply with guidance for food businesses on coronavirus (COVID-19).

Where catering services are contracted, the school must ensure that their activities are COVID-19 secure and consider additional aspects such as:

- how essential deliveries are received at the setting
- assessing how food is collected by pupils.

Where the setting provides this service directly, they must assess this activity in line with those requirements.

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

- Opening doors and windows where possible and safe to do so.
- Installing alarm activated door openers to keep fire doors open and encourage air flow. Where you do not have an electrical supply near doors you may be able to install wireless operated openersWhere installed, reviewing the setup of your air conditioning system to maximise the intake of fresh air. Fresh ventilation systems can operate as normal, but recirculating air systems may require adjustments to increase fresh air flow.
- Where systems serve multiple buildings or are fully recirculating, advice should be sought from HVAC engineers.

Ensure that ventilation systems are maintained, following manufacturers instruction

The use of fans
There is no current research to suggest that fans aid transmission of COVID-19 but some staff may be concerned about their use. However, for some individuals fans are

important to aid body temperature regulation. It is therefore, recommended that if anyone wishes to use a fan in a shared space that discussion takes place with the staff who also use that space. Where fans are needed in classrooms and other educational areas a decision should be made by the Headteacher in conjunction with staff. Where it would help to alleviate concern, they can be placed near to an open window to draw in fresh air, where windows can be opened and/or they can be placed close to the individual user to ensure they don't create nuisance draft to others.

Toilets and handwashing facilities
You will not need any additional toilet facilities to support infection control. You must however consider how you will manage toilet facilities to reduce mixing of groups, the formation of queues (unless distancing is in place), pupils gathering etc. Pupils should be informed on the expectation on the use of toilet spaces including giving other people space at urinals and wash hand basins. You may find the use of floor markings and signage useful prompts. The times of use should be staggered where possible.

Settings should review the facilities available for hand washing and drying:
- In order to reduce contact points consideration should be given to replacing traditional taps with easy operating lever taps.
- Hand dryers should enable people to dry their hands quickly, fully and effectively. Where this is not the case consideration should be given to replacing dryers or providing paper towels. Settings could consider staggering such improvements where time and resources are limited.

Personal protective equipment (and face coverings)
The majority of staff in education settings will not need additional PPE beyond what would normally be worn. PPE will be required in a small number of cases, where:

- a pupil becomes ill with symptoms at the setting, and a distance of 2 metres cannot be maintained
- first aid is being provided in close contact

Face coverings.
Face coverings are not recommended for use in education settings as the control measures in place such as consistent groups, enhanced cleaning and personal hygiene are adequate to significantly reduce the risk. Face coverings inhibit communication and education. If not used properly they increase the risk of transmission rather than reducing it.

Settings must put in place arrangements for safe removal of face coverings on arrival at the setting. This must be communicated to pupils and staff. This will include the following:

- The wearer must not touch the front of their face during use or when removing the face covering.

- They must bring a bag or other suitable receptacle with them to place the covering in or dispose of it in a bin.
- They must perform hand hygiene on arrival at the setting and after removing their face covering.

4.3 Universal hygiene

Universal hygiene measures consist of 3 main elements: cleaning and disinfection of the setting, equipment and items; hand cleaning and washing arrangements; and respiratory hygiene arrangements.

Cleaning and disinfection

Cleaning	A process that physically removes contamination using detergent (such as visible dirt) this helps to remove germs (bacteria and viruses) so lowers the number of germs on a surface but does not necessarily kill them.
Disinfection	A process that kills germs on the surface they touch. To be effective disinfectant needs to be used on a clean surface unless it is a combined product. Disinfectants have a calculated **contact time.** This is the time it takes for the disinfectant to be effective at a particular concentration. There are a number of different active ingredients in disinfectants but chlorine based disinfectants are known to be highly effective for the majority of germs.
Sanitiser	Sanitisers have combined cleaning and disinfecting properties. They need to be used twice, firstly to clean and then to disinfect.
Deep clean	This term is often used to describe a more thorough cleaning and disinfection regime, where all contact surfaces and soft furnishings are both cleaned and disinfected. Deep cleans are usually associated with outbreaks of infectious diseases associated with a particular location and help break the cycle of the infection.

The enhanced cleaning and disinfection routine you implemented during the summer term will need to continue into the autumn term. Noting that COVID-19 can spread by picking up the virus from hand contact surfaces, this enhanced regime will be an important part of your infection control strategy. This will include the need to continue to clean equipment and resources more than prior to the COVID-19 outbreak.

As babies and young children are not be able to follow all of the handwashing and personal hygiene measures (keeping hands away from face and others), and physical distancing is not possible with this group, relevant settings will need to pay particular attention to cleaning and disinfection. Cleaning and disinfection in these settings will need to occur more frequently (several times a day) with particular regard to hand contact surfaces.

COVID-19 Complianc code for all educational settings – Autumn Term

Similarly, in secondary settings, where the ability to maintain small groups is more difficult, and children are likely to move around the setting much more than in primary settings, ensuring hand contact surfaces are cleaned regularly throughout the day will be important. Teaching staff should be provided with disinfectant wipes to enable them to clean contact points in their classrooms between groups/classes.

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

- Always follow the instructions for cleaning products and disinfectants to ensure it is effective It is important to ensure that all of the surface has disinfectant applied and not to wipe items dry before the required contact time has been achieved.
- All touch points that are fixed to the premises (inside and out) should be identified and disinfected on a twice daily basis (more frequently for Early Years settings) (for example: door handles, handrails, gate latches), consider areas were you may wish to clean more frequently, for example, where pupils may find it difficult to maintain personal hygiene, toilet facilities and frequently touch shared items on the premises.
- Ensure that you have a system in place to store used equipment prior to cleaning in order to avoid inadvertent use between groups.
- If a surface is visibly dirty it should always be cleaned prior to disinfection. Even where you use a dual product as described in the appendix.
- The setting will need to identify the specific cleaning methods for the items that require cleaning.
- Use disinfecting wipes on items that are touched often, you may need to go over them more than once to ensure the contact time is achieved.
- Ensure that you are using different cleaning equipment for kitchens, toilets, classrooms and office areas.
- Where water coolers and drinking water is provided from a shared source, use must be supervised and the outlet wiped by a staff member between filling receptacles in order reduce the risk of cross contamination between filling. You may need to relocate these to an area where they can be easily supervised and manage their use to avoid gathering in this area.

The COVID-19 Cleaning and disinfection – supplementary information for educational resources and equipment checklist details specific requirements for cleaning of items and should be completed as part of your review to ensure that your arrangements are suitable.

Foggers, UV devices and misters
There are a number of products on the market that make claims regarding disinfection of whole rooms through the application of the active ingredient via a fogger or misting unit, or by application of UV light. Whilst these products can be used to compliment your cleaning and disinfection regime they must not be used as the sole means of cleaning and disinfection. It is important to remember:

- The active ingredient is only effective on the surfaces it touches and therefore such devices are most effective when used in an empty space
- A surface is only as clean as the last time it was touched
- Disinfectants are only effective on a visibly clean surface
- In some cases the room will need to be left to ventilate for some time after application of the product
- Some applications will need to be applied by a person trained in their use
- UV light unit effectiveness will be impacted by shadows

Public Health England do not currently recommend the use of these products in their guidance.

Handwashing/cleaning arrangements

Keeping hands clean through regular and through washing or sanitising is one of the key elements of the universal hygiene measures that are designed to limit the spread of the virus.

Research has shown that every time you wash your hands or use sanitiser you reduce the probability of transmission of the virus. If, despite implementing through cleaning regimes, you pick up the virus on your hands, or you have the virus and cough or sneeze into your hands, regular hand washing will reduce the likelihood of you becoming infected or passing on the infection. Handwashing therefore protects you and your friends, family and colleagues. The easier it is to clean your hands and the more visual cues available the more likely it is that people will do this. Event related prompts e.g. *after…before…when…* are more effective than fixed time prompts. Therefore settings must install hand sanitiser points (with drip trays to deal with spillages and prevent slip risk where this is applicable e.g. if they are affixed to walls) at key locations around the site including: at all entrance doors to the setting, at the entrance to toilet facilities, at the entrance to dining facilities, at points of high contact such as near non-automatic doors in corridors, lifts and stairs, classrooms, office facilities etc. Consideration should be given to outside points being provided in a manner that enables removal and securing at the end of the day e.g. on tables/temporary or movable stands etc**.** To support infection control and reduce the transmission risk you must ensure that:

- Effective and thorough handwashing arrangements are in place, considering age and individual needs.
- Hand washing is carried out using running water with liquid soap. Hand dryers or paper towels can be used to dry hands. Hand dryers must be effective in quick hand drying. Where current provision does not support this consideration to replacing existing dryers with improved models or hand towels must be given
- Where hand washing cannot be carried out using running water, hand sanitiser is used.
- Hand sanitiser is provided at appropriate locations as outlined above

Norfolk County Council

COVID-19 Complianc code for all educational settings – Autumn Term

- Hand hygiene is carried out more frequently than normal using event related prompts where it is possible including: before and after using transport services, on arrival at the setting, after removing a face covering prior to leaving, before and after eating, after going to the toilet, after sneezing or coughing and at other intervals where it is appropriate such as after using equipment, before and after handling pupils books, using play equipment and resources. Staff and pupils must also be advised to wash their hands when they get home.

Please note: you may wish to advise staff and pupils to avoid wearing rings (except for a plain band) in order to ensure thorough handwashing. Where children are not able to wash their hands due to age or health conditions ensure you have a good supply of skin friendly cleaning wipes such as baby wipes to use as an alternative.

Hand sanitiser
Hand sanitiser is recommended for use where hand washing facilities are not available at available at the location where hand hygiene is required. Your assessment should identify where hand sanitiser should be located and used as described above for example in dining areas, entrances to buildings and areas where activities are carried out where sinks are not easily accessible.

Where the provision of sanitiser points presents a risk of ingestion e.g. due to health conditions of some pupils this must be managed through supervision of pupils. If that is not possible and significant risks remain please discuss alternatives with Health, Safety and Well-being.

The following link provides a recommended hand rub method: How to hand rub

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

Respiratory hygiene arrangements
In order to support good respiratory hygiene settings should install bins in all rooms and provide tissues for everyone to use.

Everyone should be reminded of the need and encouraged to follow good hygiene practices:

- Catch it, Kill it, Bin it - Covering your mouth and nose with a tissue or sleeve when sneezing and put used tissues in the bin straight away. Always wash your hands afterwards
- Minimise touching hand contact surfaces with your hands as far as is reasonable and safe to do so.
- Avoid touching the eyes, nose or mouth if you haven't washed your hands.
- Regular and thorough hand washing as outlined above

Washing and laundry

Pupil uniforms and staff clothing do not need to be cleaned any more often or by using any different methods than usual.

Specific equipment required

The additional equipment needed to implement the hygiene requirement includes:

- Increased supplies of liquid soap, disposable paper towels (if already used)
- Hand sanitiser (and appropriate dispensers)
- Increased cleaning and disinfectant products
- Disinfectant wipes
- Additional bins where needed to dispose of tissues, Please note: the use of open bins will reduce touch points and are more accessible than foot operated or pedal bins

4.4   Health, Well-Being and attendance

Pupils

The majority of pupils who have been shielding or have underlying health conditions will be able to return to school. A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves (further information on these children is available here); or because they are a close contact of someone who has coronavirus (COVID-19)

All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

As school attendance will be mandatory again from the beginning of the autumn term, the usual rules on school attendance will apply.

Norfolk County Council

COVID-19 Compliance code for all educational settings – Autumn Term

Please note: if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent.

Where pupils are absent because they remain at significant risk, they are required to isolate or due to local lockdown measures settings are expected to continue to provide remote education.

Identifying pupils who have symptoms

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

- Ensure that pupils know how to tell a member of staff if they feel unwell and specifically with the main symptoms of COVID-19 (no matter how mild) so that staff can arrange for them to go home as soon as possible
- Be vigilant in order to respond in the event that a pupil develops symptoms
- Be aware of the signs of illness that might be displayed in pupils that cannot communicate if they are feeling unwell (see below)
- Ask pupils about their health when they arrive at the school
- Self-isolate if they or a member of their direct household has any of the main symptoms (a new, continuous cough, high temperature/fever and/or a loss or change of your sense of smell).
- Go home if they develop symptoms, not matter how mild. Follow the COVID-19 testing and rapid response arrangements

Pupil well-being and support

Pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

The training module on [teaching about mental wellbeing](#), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. .

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

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

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

Further considerations and links to resources are available in the [Government guidance here](#)

Individual support planning (including for close contact tasks)
A review of supportive actions may be required for a number of reasons such as:

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

Please refer to: [Guidance to support positive behaviour](#) where it applies.

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

- Increased tiredness
- Loss of appetite
- Sweating
- Behaviours that challenge
- Laughing or crying
- Trying to hurt themselves
- Becoming withdrawn or quiet
- Use preferred methods of communication available such as signing and picture cues
- Where you identify that symptoms may not be obvious, consider temperature assessments, these may assist to establish symptoms where a pupil may be less able to report them (≥37.8°C is considered a fever)

- Increase the support provided to pupils to increase the frequency and thoroughness of effective handwashing
- Put in place safe routines for access to toilets, hand-washing, break and lunch times
- Use simple language to explain social distancing and reiterate and reinforce key messages using teaching resources to aid understanding
- Ensure that levels of personal protection are increased, e.g. increased handwashing before and after planned close contact and review any specific increased touch point disinfection requirements.

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

Aerosol Generating Procedures (AGP)
Some procedures increase the risk of transmission through aerosols, such for pupils receiving tracheostomy care. These activities require a specific risk assessment and must be carried out with advice from the Health, Safety and Well-Being Team if it is necessary to undertake these activities.

Please note: supporting a pupil to use an inhaler, undertaking CPR or use of a nebuliser are not AGPs, however, considerations for close contact still apply as detailed in this document.

4.4. Staff Health and Well-Being
Specific information for staff
Please refer to COVID-19 Your health and your safety in Educational Settings for the following guidance:

- Staff health and increased risk groups
- Staff well-being
- Reasonable adjustments

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

Settings should consider publishing their risk assessment on the schools website.

Information for parents and carers (and pupils where age appropriate)
Settings should communicate:

- What to expect on their first day of the new school year, this should include which entrance to use, where to go, the use of hand sanitiser on entering the site, how to move around the setting, instruction to go directly to their class, etc. Particular consideration should be given to pupils new to the school, pupils arriving on site early etc.
- How they can help and support the measures both inside and outside the setting e.g. through hand hygiene and social distancing; how to arrangement meetings and additional information in relation to the revised behaviour policy.
- That clothing can be handled and washed as normal.
- The schools arrangements for the removal of face coverings and when they must be worn during travel.
- Pupils should limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.
- That they must not share personal items such as mobile phones with other pupils
- Pupils can take books and other shared resources home, these will be limited and measures will be put in place to make sure they are not a source of transmission before other groups use them
- That they are encouraged to limit the number of other settings attended, ideally ensuring they only attend one consistently and try to use those that are local and to walk or cycle where possible.
- They are encouraged that where they do use childcare providers or out of school activities, that providers are carefully considering their own protective measures, and only use providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place and activities that encourage shouting, singing or chanting, or the use of wind/brass instruments in groups should be avoided.
- That they should encourage hand washing and respiratory hygiene at all times.
- To ensure that pupils are aware of the symptoms and not come to school if they develop them.
- To ensure that their contact details are kept up to date in order to keep in touch easily and to support test and trace.
- That they must collect their child promptly if any member of their household develops symptoms (and notify the setting as soon as they are made aware of this) or if they are called to collect their child
- That they will be advised by the school about testing arrangements, where it is required and are encouraged to share test results as soon as they are known.
- That they will be provided with a home test kit by the school.
- That children may be asked to isolate if a member of their group tests positive for COVID-19 and they are within the same main or extended group or have otherwise been identified as a close contact
- The actions that the school may take in the event of an outbreak.

Norfolk County Council

COVID-19 Compliance code for all educational settings – Autumn Term

Please use the template letter Communicating arrangements with parents and parent engagement (Primary and Early Years or Secondary Settings).

Information, instruction and training
Managers must ensure that staff are provided with adequate information, instruction and training in order to carry out their role safely.

All staff must complete the e-learning - Safety and the COVID-19 Autumn Term in order to underpin their knowledge and understanding of the new arrangements.

Managers should ensure that staff are confident and understand the measures that are being applied through discussion with them. Ensure that the following principles are included together with additional information relating to new safe systems of work:

- Actions for staff to take if they develop symptoms, household isolation, test and trace including asking them to notify the setting about their test results as soon as possible
- Actions for staff to take in order to establish that their pupils are well on arrival and to observe/ask during the day.
- Hand hygiene, the frequency required and how to prompt and support pupils
- Use the "catch it, bin it, kill it" approach.
- Avoid touching their mouth, nose and eyes, keeping their arms by their sides where possible.
- Staff will be provided with disinfectant wipes and will be encouraged to clean frequently touched surfaces regularly on top of the additional formal cleaning that is in place.
- Modifying the teaching approach to keep a distance from children in the class as much as possible, particularly close face to face support (noting that it is understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Adopting a side by side approach where close contact is required
- Avoiding calling pupils to the front of the class or going to their desk to check on their work as much as possible.
- Helping the class to follow the rules on hand cleaning, not touching their faces, "catch it, bin it, kill it etc. including by updating classrooms displays with posters.
- Pupils should be provided with their own resources for frequently used items like stationary.
- Keep classroom doors and windows open if possible and safe to increase ventilation.
- Limiting the number of children from the class from using the toilet at any one time.
- Limit contact with other staff members, not congregating in shared spaces, outside of their grouping
- Understanding the new behaviour policy and their responsibilities

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

Norfolk County Council

COVID-19 Compliance code for all educational settings – Autumn Term

Please note: Particular attention should be paid to new/inexperienced staff, trainees and those with additional **significant** role changes.

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

Behaviour expectations and Policy
Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.

Schools should update their behaviour policy with new rules/policies, setting clear, reasonable and proportionate expectations of pupil behaviour. This should be communicated in the normal way.

Internal meetings and events
Every interaction with other people increases the possibility of transmission of COVID-19. In educational settings the maintenance of groups and bubbles is important to reducing this risk. Therefore, when planning meetings and events such as staff training, meeting with external professionals, internal staff meetings or meeting with parents etc you must conduct them remotely through use of TEAMS or Zoom as much as possible. If this is not possible due to:

- The need to be in person for safeguarding, well-being or statutory reasons or
- Limitations of technology, poor or unstable signal

Mitigating measures must be implemented including:

- The people meeting in person must be the smallest number necessary to enable the meeting or event to take place and consideration must be given to existing group or bubble working. All other participants must connect via technology.
- Only the elements of the meeting or event that need to be conducted in person are undertaken in this way, other elements are conducted remotely e.g. first aid training is delivered in a blended way with theory elements delivered on TEAMS or via online resources and practical exercises and testing of competence is undertaken in person
- The in person element of the meeting or event must take place outdoors unless for reasons of confidentiality, the need to use technology or equipment in a building, or weather conditions, this is not possible
- Where the use of an office base is needed to improve online stability for an individual or a number of participants, they must occupy separate office space or rooms where possible and available and the meeting continue to be conducted in a remote way
- 2m distance must be maintained between all participants at all times
- Participants must not directly face each other

- Activities must not require or encourage people to raise their voices or shout as this increases the risk of aerosol transmission
- Consideration must be given to meeting etiquette to maintain distancing e.g. when meeting indoors leaving the room in single file starting with the person nearest the door first.
- All meeting participants must practice good hand and respiratory hygiene before, during and after the meeting.

Agreement for in person meetings must be sought from your Headteacher. Headteachers must satisfy themselves that all reasonable mitigating measures have been implemented.

Championing COVID-19 measures

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

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

Education Tools

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

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

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

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

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

4.6 Responding to infection

Information on requirements to prepare and respond to a symptomatic person, a positive case or a number of cases is provided in the guidance on COVID-19 *Management of Cases Guidance*

4.7 Offices and other work spaces

Where staff cannot work from home (either on a full or part time basis) social distancing (2 metres) must be followed (you will need to take measurements). In addition, the following measures must be put in place:

- Face to face working must be avoided
- Furniture must be rearranged to prevent face to face working and create separation to enable distancing of staff. Alternatively, areas could be clearly marked as not to be used
- Rooms must be well ventilated (see section on ventilation)
- Staff must be cohorted in consistent working groups
- Unnecessary items must be removed to support effective cleaning of the area
- Hot desking must be avoided

Where these measures cannot be applied:

- additional work spaces should be allocated
- sharing of workspace must be minimised and workspaces must be thoroughly cleaned between users.
- Consideration must be given to individual risk assessments when considering who occupies different workspaces and shared facilities

The installation of screens must be put in as a last resort as they are less effective than physical distancing, this is because:

- employees will still need to circulate around these spaces in close proximity with each other
- human behaviour is to move around physical barriers in order to communicate,
- and screens add to the environmental cleaning requirements

Assessments should ensure that desks in areas that are next to busy circulation spaces and shared equipment is not used. Shared equipment may need to be moved to reduce group mixing e.g. printers.

Tissues and bins should also be provided in appropriate locations to encourage good respiratory hygiene and immediate disposal of tissues.

Employee groups must continue to apply social distancing within their group and not gather with other groups.

All employees must be aware and respectful of the space that they are giving others in corridors, doorways, toilets and communal spaces. Consideration must be given to this employee group in the overall setting assessment including: cleaning and disinfection, arrival and leaving, circulation spaces, use of shared facilities and hand hygiene.

4.8   Planning for Emergencies

First aid

Where staff hold a first aid certificate (paediatric, general or emergency first aid) that expired on or after 16 March 2020, validity was extended by up to 3 months). Where you cannot access requalification training because of coronavirus, you will qualify for an extension in instances where you can:

- Explain why you haven't been able to requalify
- Demonstrate what steps you have taken to access the training, if asked to do so.

This deadline for requalification is 30 September 2020.

Please refer to the COVID-19 *First Aid Guidance* document for information about first aid delivery and COVID-19.

You must ensure that you have the normal first aid cover identified in your First Aid Risk Assessment.

Fire

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

Fire assembly points should be reviewed to ensure that pupils can assemble in their group and group mixing is avoided, separate assembly points may help in some instances to prevent gathering together.

5. Review

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately (reflecting updates to this compliance code