

TEACHING DURING THE CORONA PANDEMIC : SHARING GOOD PRACTICE FOR COMMUNITY-LED EDUCATION



Our mission

What do we stand for?

- NRCSE is committed to the support of effective, community-led, supplementary education that complements the learning of children and young people attending mainstream school.

And why?

- because every child has a right to an education that enables him or her to achieve to the very best of his/her abilities and to fulfill his/her aspirations

Mainstream schools cannot achieve this alone, now more than ever! We are here to support you.

Rules for creating a safe environment for all children and adults attending your setting

You must follow these 5 principles to create a safe environment

1. Carry out a coronavirus (COVID-19) risk assessment (see the section [“Carrying out a risk assessment”](#) in this guidance)
2. Develop cleaning, handwashing and hygiene procedures
3. Help people to work from home where possible
4. Maintain social distancing, where possible
5. Where people cannot maintain social distancing, do everything practical to manage the transmission risk (including considering whether the activity needs to continue for the business to operate)

PROTECTIVE MEASURES FOR HOLIDAY OR AFTER-SCHOOL CLUBS AND OTHER OUT-OF-SCHOOL SETTINGS FOR CHILDREN DURING THE CORONAVIRUS (COVID-19) OUTBREAK

Department for Education guidance to support planning and advice on practical steps out-of-school settings can take to minimise the risk to children, staff and parents who attend their settings by reducing the risk of infection and transmission of the virus.

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

Scientific evidence

- The scientific evidence suggests that there is a moderate to high degree of confidence that the susceptibility to clinical disease of younger children (up to age 11 to 13) is lower than for adults. However, it remains important that protective measures as outlined in the guidance are put in place to help reduce the risk of transmission.
- For older children, there is not enough evidence yet to determine whether susceptibility to clinical disease is different to adults. Children and young people aged over 13 are still able to use out-of-school settings, but where older children are likely to attend, providers should still consider how to minimise any risk of infection and transmission of the virus.

- <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

Premises

The DfE wants to ensure that all providers of out-of-school and holiday activities are able to open in:

- their own premises
- education premises, such as schools or colleges (where providers would be using them outside of school hours, or when closed over school holiday periods)
- community-facing premises including village halls, community centres and places of worship.

How to use the new guidance

The guidance is for **summer holiday provision**. While mainstream schools are open, out-of-school providers/supplementary schools must follow the same protective measures as mainstream schools, ie.:

- only caring for children from the eligible groups (children in early years, Reception, Year 1 and Year 6) and priority groups (children of critical workers and vulnerable children)
- only caring for children from one school or early years provider
- working closely with the school or early years providers that their children attend, to ensure that, as far as possible, children are kept in the same small consistent groups that they are in throughout the day, and otherwise maintain social distance

Work with the owner or voluntary management committee of the premises you run from

- It is important that providers understand and follow current government guidelines on protective measures to prevent the transmission of coronavirus (COVID-19).
- Specific protective measures guidance has been released for different types of premises, for example places of worship and outdoor spaces.

Carrying out a risk assessment

Actions that providers should take during the coronavirus (COVID-19) outbreak, to help prevent the transmission of the virus.

- Before restarting your provision, it is important that you carry out or refresh your existing **risk assessment** in line with the [HSE guidance](#), identifying protective measures (such as those listed in the guidance on [Working safely during coronavirus \(COVID-19\)](#)).
- Risk assessments and preparation for re-opening of OOSS should be carried out by senior staff member. You should also work with: premises owner, your management committee, local authority to identify risks and establish who is responsible for implementing each protective measure.

Considering group sizes

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

- the current government guidance on social distancing
- the ability of the children in attendance to maintain social distancing
- the age of the children in attendance
- nature of your activity or provision (for example, static, classroom set-up rather than a movement activity)
- the size or layout of your premises

However, to reduce the risk of transmission, children and young people who attend your setting should be kept in small, consistent groups, and of no more than fifteen children and at least one staff member.

Small, consistent groups of no more than 15

- At the first session children should be assigned to a particular class or group and should then stay in those consistent groups for future sessions and avoid mixing with other groups in your setting.
- Parents and carers should also be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently.
- If you are operating provision for multiple small groups of children throughout the day, you should allow sufficient changeover time between different classes to allow for cleaning to take place and to prevent children and parents or carers waiting in large groups.

Indoors or outdoors?

- If you are unable to keep children in your setting in small consistent groups for future sessions, you should only operate your provision outside and follow the government guidelines on the [Phased return of sport and recreation in England](#), which allow up to six people from different households to meet outdoors.

Effective infection protection and control

Many out-of-school settings operate in places that are normally open to members of the public, therefore, you must ensure that you have effective infection protection and control measures in place in your specific setting to reduce the risk of transmission. These include:

- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Effective infection control cont.

- cleaning frequently touched surfaces more often than usual using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as layout) and timetables (such as allowing for sufficient changeover time to clean the area between different classes or groups of children and ensuring areas do not become overcrowded), and
- minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does or have been advised by NHS Test & Trace to self-isolate, do not attend your setting

Indoor provision and cleaning between use

- As the risk of transmission is considerably lower outdoors you should consider whether you are able to run your sessions safely outside
- However, where this is not possible you should refer to the guidance for schools for more advice on practical steps that can be taken to implement control measures such as ensuring desks are spaced as far apart as possible.
- If you operate in a shared space such as a community centre, you must discuss infection protection and control measures with the owner of the space. You must know:
 - **Who is responsible for cleaning the space thoroughly between different groups?**

Managing toilet usage

- You should consider how you can limit the number of children using the toilet at any one time and, where possible, you should avoid different groups using the same facilities at the same time. Importantly, you should promote good hand hygiene and encourage all of toilet facilities should take place at least twice a day children to wash their hands thoroughly, with soap and running water for 20 seconds, after using toilet facilities.
- As with all frequently used surfaces, toilets should be cleaned thoroughly using standard products such as detergent and bleach. Cleaning , and in particular, between use by different classes and groups.

Reviewing staff availability

- As part of your risk assessment, you should consider appropriate staff:child ratios for your setting. You should have no more than 15 children per small consistent group and should have at least one staff member per group.
- When working out staff ratios you should consider how many staff you have available, as well as:
 - Do you have at least one person with first aid training available to work in your setting?
 - Do you have at least one person with up-to-date Designated Safeguarding Lead (DSL) training available to work in your setting? You may want to consider a deputy DSL to cover in the event of the DSL being unwell or otherwise unavailable.
 - Do you have a caretaker and / or cleaning staff available to work in your setting?

Staffing cont.

- If you do not have 1 x first aider, 1 trained DSL, 1 caretaker/cleaner available at all times you will be open, then you should find a solution to this before going further.
- If you are seeking a suitable person to temporarily cover these roles, it is important that you carry out the appropriate pre-employment checks to assess their suitability to work with children before allowing them to take up their post, such as taking up references and the appropriate level of criminal records checks/DBS checks.
- You must ensure that new staff members and volunteers understand and implement the protective measures you have identified while [carrying out a risk assessment](#) to help prevent the transmission of coronavirus (COVID-19)

Who can attend your activities?

If your setting opens before the end of the 2020 summer term, while schools are still open in your local area, you should ensure that you are:

- only caring for children from the eligible groups (children in early years, Reception, Year 1 and Year 6) and priority groups (children of critical workers and vulnerable children)
- only caring for children from one school or nursery
- working closely with the school or early years providers that their children attend, to ensure that, as far as possible, children are kept in the same small consistent groups that they are in throughout the day, and otherwise maintain social distance

Summer holiday provision

- When state schools in your local area have closed for the summer term, children of all ages may attend out-of-school settings.
- However, be aware of additional risks that may relate to older children, such as use of public transport and mixing outside of settings.
- You must consider this as part of your risk assessment.
- You should discourage attendance from children who live outside the local area. Ideally, children who attend your setting should live within walking or cycling distance.

Personal Protective Equipment (PPE)

The majority of staff in OOSS will not require PPE beyond what they would normally need for their work.

PPE is needed when working with:

- children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way

PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus (COVID-19) symptoms.

The DfE has published guidance on [Safe Working in Education, Childcare and Children's Social Care Settings, including the use of Personal Protective Equipment](#) which you can refer to in order to understand when PPE should be used

If someone becomes unwell

- If anyone in your setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of their normal sense of taste/smell they should be sent home
- If a child is awaiting collection indoors, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision. A window should be opened for ventilation.
- If they need to go to the toilet while waiting to be collected, they should use a separate toilet which must be cleaned and disinfected using standard cleaning products and following the [COVID-19: cleaning of non-healthcare settings guidance](#) before being used by anyone else.

- In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, or a hospital.
- If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves or the child subsequently tests positive.
- They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.
- Cleaning the affected area of the setting with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

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

- When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days and arrange to have a test to see if they have coronavirus COVID-19.
- Where the child, young person or staff member tests positive, NHS Test and Trace will speak directly to those they have been in contact with to offer advice. This advice may be that the rest of their class or group within the setting should be sent home and advised to self-isolate for 14 days.
- Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

Communicating safe working measures

You must follow the government guidance on working safely during coronavirus and create a safe environment for all those attending your setting.

1. Carry out a coronavirus (COVID-19) risk assessment (see the section [“Carrying out a risk assessment”](#) in this guidance)
2. Develop cleaning, handwashing and hygiene procedures
3. Help people to work from home where possible
4. Maintain social distancing, where possible
5. Where people cannot maintain social distancing, do everything practical to manage the transmission risk (including considering whether the activity needs to continue for the business to operate)

Communicating with parents

You should communicate your plans for reopening your provision to parents, including new safety measures that you have put in place to reduce the risk of infection and transmission of the virus.

- use technology to communicate with parents and carers digitally where possible.
- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter your setting if they are displaying any symptoms of coronavirus (COVID-19) (following the [COVID-19: guidance for households with possible coronavirus \(COVID-19\) infection](#)).

Communicating with parents cont.

- encourage parents to avoid using public transport to get to your setting. Ideally, they should walk or cycle where possible or use a private vehicle (provided they are only travelling with those from within their household).
- reduce contact between parents and carers when dropping off and picking up their children, for example by limiting drop off and pick up to one parent or carer per family and staggering timings.
- when allocating drop off and collection times to parents, avoid scheduling these during peak hours for public transport.

Communicating with parents cont.

- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use).
- work with parents and carers to consider how best to manage dropping off their children while maintaining physical distancing.
- avoid the need for parents and carers to wait, but where they have to, consider whether physical distancing markings could be used.
- make clear to parents that they cannot gather at entrance gates or doors.

Safeguarding and managing the wellbeing of children in your setting

The coronavirus (COVID-19) outbreak may have caused significant mental health or wellbeing difficulties for some children and they may be at increased risk of harm or abuse.

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

- unusual injuries, including bruises, burns, fractures, bite marks or signs of self-harm
- consistently poor hygiene, poor living conditions or inappropriate clothing
- communicating aggressively or using sexual language
- appearing withdrawn, guarded, anxious or frightened, particularly around certain individuals

Supporting children's wellbeing

It is important to recognise that you and your staff may also need to consider how to support:

- individual children who have found the long period at home hard to manage
- those who have developed anxieties related to the virus

Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased or new caring responsibilities. Try to provide:

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

An alternative is to continue teaching remotely or consider preparing to do so

As part of this new approach to teaching remotely supplementary schools might offer:

- advice and guidance to parents on ways to encourage children's learning and growth
- signposting to helpful and appropriate websites
- tailored on-line resources and activities
- pre-recorded teaching sessions and downloadable resources
- live, online tuition through video conferencing platforms such as Zoom

Access our free webinars with Language Tech expert Joe Dale on the use of online resources, activities and tuition.

Access our webinars for practical and fun ways to teach remotely - <https://is.gd/supplementaryschools1>



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