



## **Coronavirus (COVID-19): Supporting Schools and Educational Settings - Risk Assessment and Recovery Guidance**

### **INTRODUCTION**

Since 23 March 2020, our education and childcare settings in Cumbria have been working as hubs occupancy being less in number and only open to priority groups ([vulnerable children](#) and [children of critical workers](#)).

The Prime Minister announced that as part of its recovery strategy, Local Authorities, schools and other educational/ childcare settings should start to prepare and plan, following a risk assessment based approach to begin to welcome identified groups from the week commencing 1 June 2020. Primary schools have been asked to reopen for children in Nursery, Reception, year 1 and year 6, alongside the above priority groups.

Given the wide diversity of schools in Cumbria there will not be one single approach to reopening that applies to all schools. Instead, individual schools, and school clusters, will make their own decisions following a risk based assessment process.

We are clear that safety must be the most important factor for schools deciding when and how to open. We are working with Public Health England, Cumbria's Director of Public Health, and the NHS to ensure schools continue to get the best advice.

As the employer in maintained schools, Cumbria County Council, in consultation with our Trade Union colleagues and internal partners have developed the following guidance together with model risk assessments (School Premises and School Operations)

These should be used as a basis to enable you to develop, tailor and consider the key issues and recommended control measures to plan your settings and activities to operate safely, as far as is reasonably practicable, in line with current guidance.

All maintained schools (where the Local Authority are the employer) are required to complete the Council's model risk assessment templates and follow any guidance issued. Support will be available to schools from across council teams and from public health experts to assist you to complete your assessments.

We recognise that during this unprecedented time, government guidance is subject to change very quickly. As a Local Authority we constantly monitor this through our Local Resilience Forum, Policy Team, Tactical Groups, PPE Sub Group and School Governance networks. The aim being to interpret emerging national guidance in a user friendly and as timely manner as possible.

It is important that Head teachers and Governing Bodies ensure that that they are also keeping up to date with any emerging guidance being issued both to the public and for your sector and where relevant you are signposting staff and others to these and any other relevant links.

We have referenced links throughout this document to current guidance from relevant national and recognised bodies.

Preparing for the Wider Opening of Schools from 1<sup>st</sup> June – DfE Guidance  
[Planning guide for Primary Schools](#)

Link to full collection of Coronavirus Guidance – Educational Settings (DfE/ Cabinet/ PHE)  
[Coronavirus \(COVID-19 guidance for educational settings\)](#)

DfE Guidance – Safe Working in Education including use of PPE  
[Safe working in education childcare and children's social care](#)

## COMPETENCY REQUIREMENTS

We understand that this situation is unprecedented. In our normal day to day school operations risk management is an embedded process that school leaders are used to. However we appreciate that developing a school specific risk based management approach is more complex in terms of COVID-19. You may already have the skills, qualifications and experience in general safety risk management (e.g. IOSH Managing Safely in Schools or higher) to undertake your general risk assessments but we understand that you may need additional advice, assurance and support.

The County Council provide access to the advice and support of the Health and Safety Team, Property Team, Public Health and Learning Improvement Service ([See Useful Contacts Section](#))

Whatever your query we encourage you to contact us for help and support.

## RISK ASSESSMENT AND IMPLEMENTING RISK CONTROLS

In our normal day to day school operations, risk assessments are a legal requirement and remain a key tool to ensure that hazards are identified and risks controlled. Following a planned approach helps Head teachers, Governing Bodies, safety representatives, and management teams effectively plan and identify the required protective measures that need to be in place. Also most school buildings differ significantly from each other so it is very important to take into account any local factors that are specific to your school when adapting your risk assessments.

Current guidance on COVID-19 (Coronavirus) requires that risk assessments for your setting must be developed, reviewed or revised to consider the risk of infection prevention and control. All maintained schools (where the Local Authority are the employer) are required to complete theirs using the Council's model risk assessment templates and follow any guidance issued. Staff and Trade Union safety representatives should be consulted on the development of risk assessments to ensure that any other issues not already highlighted can be considered.

### Communicating your risk assessments

Once complete you must ensure that your risk assessments and their findings are well communicated to your staff and any Trade Union Representatives to allow them to contribute. Once complete, Staff should sign to say that they have read and understood them.

It is important that your staff and any others that may be affected have sight of risk assessments and understand any safety measures and safe ways to work they should

follow together with timetable changes and operational precautions such as any staggered times for breaks, lunch and arrival departure times.

## MODEL COVID-19 RISK ASSESSMENTS FOR MAINTAINED SCHOOLS AND SETTINGS

As the employer in maintained schools and settings the council has legal and moral responsibilities to protect the health, safety and wellbeing of its employees, and any other person who may be affected by Council activities.

The model risk assessments below have been developed for the use by all maintained schools. Other types of school may wish to follow these as a guide but it is important that you refer to your own employers safety procedures first.

These cover the key areas referred to in current guidance and should be used in conjunction with this guidance document and be tailored to suit each individual establishment.

Your control measures will require that you provide ongoing health and safety information not only to staff through induction, training and regular updates/ reminders but also for children and young people and parents/carers where applicable.

Once agreed, the risk assessments should be used as live working documents and are likely to require regular updating as and when new guidance is issued or changes take place. Its standard practice to ensure risk assessments are reviewed following any incident they are designed to protect against.

[Model COVID-19 Risk Assessment – School Premises](#)  
[Model COVID-19 Risk Assessment – School Operations](#)

You may wish to share your risk assessments more widely by publishing these but this is a decision to be taken at a local level by each School whilst observing GDPR requirements.

Cumbria County Council are requesting that maintained schools also forward completed COVID-19 risk assessments to [healthandsafety@cumbria.gov.uk](mailto:healthandsafety@cumbria.gov.uk) to enable us to remotely monitor development.

## SCHOOL PREMISES

Firstly, It is important to ensure that your premises are fit for re-opening, especially if they have been unoccupied for several weeks, hopefully you have been able to maintain the key safety and premises management tasks that you would usually follow during extended holiday periods but it is important to make sure that health and safety compliance checks have been undertaken and emergency systems are functioning correctly.

This covers but is not limited to: local premises/ site inspections, water hygiene – [Legionella Risk Reduction](#), gas safety, electrical safety, fire safety, lifting equipment such as hoists, and passenger lifts, visual asbestos monitoring carried out to check for damage - We cover some key points in this guidance and model risk assessments but if you need advice and guidance contact us for support ([Useful Links](#))

The following is DfE guidance for school premises list other premises related issues to consider before you can safely open. [Managing school premises, which are partially open, during the Coronavirus outbreak](#)

## Signage/ Access Control

Controlling access and displaying information, site rules and requirements is vitally important.

To promote guidance to children, young people, parents, carers or any other visitors, ensure that you have signage displayed at school gates and other entrances and exits giving clear instructions regarding access and egress routes/ site rules. This must also include clear instruction not to enter the setting if they or members of their household are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#))

The physical layouts and routes within your premises also will play a big part in maintaining your risk controls.

## Safe Routes

The guidance asks you to plan and develop safe routes - considering one-way circulation, accessing/ egressing classrooms by external doors as well as where possible to keeping groups apart by avoiding close contact in corridors, and shared areas.

Measures such as route markings/ barriers can be used e.g. dividing down the middle of the corridors to keep groups apart as they move through the building if this cannot be avoided. Some children and young people may require additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)

The [Property team](#) can support with your layout planning such as:

- Generic classroom layouts
- Advice around one way systems
- Advice around access and egress
- Provision of Floor/ CAD plans

**School Floor/ CAD Plans** – Try to use copies of floor plans to help you organise and plan and plot classroom set ups/ numbers appropriate to your school.

You can find more detail below in [CLASS SIZES, TIMINGS AND SOCIAL DISTANCING](#)

## Ventilation

Where possible ventilation should be provided by opening windows and allowing fresh air to circulate. You may leave internal doors open (to limit the need to use door handles and aid ventilation) but you must consider safeguarding issues and in respect of fire safety ensure that there is an agreed procedure in place to close these behind you at the end of the day or during a drill to mitigate fire spread.

In terms of mechanical ventilation - you should following the latest guidance from REHVA (Federation of European Heating, Ventilation and Air Conditioning Associations) and the CIBSE (The Chartered Institute of Building Services Engineers).

This is what Cumbria County are following from the guidance:

- Switch ventilation to nominal speed at least 2 hours before the building usage time and switch to lower speed 2 hours after the building usage time. Do NOT switch off air conditioning.
- At nights and weekends, do not switch ventilation off, but keep systems running at lower speed. Switch off air circulation wheel.
- Ensure regular airing with windows (even in mechanically ventilated buildings)
- Keep toilet ventilation 24/7 in operation, where possible.
- Avoid open windows in toilets to assure the right direction of ventilation
- Switch air handling units with recirculation to 100% outdoor air

## Fire Safety

Many of the schools now preparing to reopen may have been closed completely and unoccupied for a number of months. As a consequence a number of fire safety tests and inspections may not have been carried out.

Prior to the school reopening it is recommended that the following checks are undertaken.

- Inspect the fire alarm control panel to ensure that it is indicating a healthy power supply and is not indicating any type of fault. If the power supply light is not illuminated or a fault is indicated the school's fire safety maintenance engineer should be contacted.
- The fire alarm weekly test should be completed. This requires the fire alarm to be activated via a fire alarm manual call point. If this is the first time the test has been carried out for a number of weeks consideration should be given to testing more than one call point.
- It should be ensured that the temporary closure of the school has not prevented the routine inspection and maintenance of the fire alarm system by an external contractor. This should be carried out at least once every six months. If the routine inspection and maintenance has not been carried out within this period it is strongly recommended that you contact your fire alarm engineer and request that they attend to inspect the system.

## Fire Emergency Procedures

If it is likely in the initial stages of reopening the school that pupil and staff numbers will be reduced, it must be ensured that the fire evacuation procedures continue to be effective.

- For example, are there enough staff to ensure that the building has been evacuated completely?

The school may need to restrict access to certain areas of the property in order to meet the requirements for social distancing and preventing unnecessary contact between different pupil groups. If this is the case it must be ensured that limiting access to any area of the school does not prevent access to emergency escape routes and exits. If necessary a fire drill should be undertaken to demonstrate that the revised use of the building does not impact on the safety evacuation of the property.

**Note** that although the requirements for social distancing should be adhered to as far as practicable, in a fire emergency this may not always be achievable and is recognised in current guidance.

## INFORMATION AND MANAGING CONTRACTORS

The Local Authority have asked all contractors working on its behalf to ensure that they are undertaking effective liaising with occupiers BEFORE attending site – we are also asking them to provide key information to us in relation to how they are managing infection control.

You should ensure that you are liaising effectively with any contractors BEFORE they would attend your site and that your risk based approach only permits essential access.

Where you directly procure the services of others ensure that you are aware of the any planned maintenance or inspections that are due (You may already have this information within your Health and Safety Management Plans) communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers

## INFORMATION FOR PARENTS

- Cumbria County Council have issued communications to parents about the Council's approach and support for schools to progress safe re-opening
- Inform parents that if their child needs to be accompanied to the education or childcare setting, that only one parent should attend
- Inform 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 (e.g. which entrance to use)
- Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which can be conducted safely)
- Update your websites to parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)
- If you wish to share your risk assessment approach with them then this is a local decision and must observe GDPR requirements if published.

## CLEANING AND HYGIENE

- The model risk assessments reflect current guidance to follow the [COVID-19: cleaning of non-healthcare settings guidance](#) and this should be followed for cleaning regimes in all areas.
- Where you use an in house or external cleaning contractors ensure that you agree the additional cleaning requirements and increased frequency and any additional hours to allow for this
- Kitchens and/or food preparation areas should be deep cleaned prior to reopening.
- Where required procure suitable quantities of cleaning products, wipes, paper towels, tissues, soap etc., you may be able to utilise public sector buying organisations partners such as Yorkshire Purchasing Organisation (YPO) If not already registered it's easy to do so and purchase online, you would need to check the T&C/payment terms etc. first. <https://www.ypo.co.uk/>
- Adopt a robust agreed approach to clean and disinfect surfaces that staff, children and young people are touching more frequently, this may include toys, books, tables/ desks, chairs, doors, sinks, toilets, light switches, bannisters,–
- Where possible remove non-essential, difficult to clean items such as - soft furnishings, soft toys and toys that are hard to clean (such as those with intricate or many parts) out of use to help you manage this effectively. Where there is space store these items elsewhere
- Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously

- Limit the physical resources that are required to be taken home and also try to limit the need to exchange of take-home resources (e.g. reading materials) between children, young people and staff
- Try to prevent the sharing of stationery and other equipment where possible.
- Any shared materials and surfaces should be cleaned and disinfected more frequently before each exchange.
- Practical lessons can go ahead as long as equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts
- You may leave internal doors open (to limit the need to use door handles and aid ventilation) but you must consider safeguarding issues and in respect of fire safety ensure that there is an agreed procedure in place to close these behind you at the end of the day or during a drill to mitigate fire spread.

## HAND HYGIENE, PERSONAL HYGIENE, LAUNDRY AND WASTE DISPOSAL

- If a pupil/ staff member displays any COVID-19 symptoms or indeed is suffering general illness such as D&V, they should not attend the setting.
- Ensure that sufficient toilet/ handwashing facilities (hot water, soap, paper towels, lidded bins) are available nearby and can be used regularly by staff and pupils yet be managed in a safe way to avoid congestion.
- Ensure both staff and pupils understand the importance of handwashing and the need to frequently wash their hands with soap and water for 20 seconds and dry thoroughly. encourage this on arrival, before and after eating, and after sneezing or coughing and encourage everyone not to touch their mouth, eyes and nose
- Share the [guidance on hand cleaning](#) and interpret this appropriately for younger children ensuring that help is available for children and young people who have trouble cleaning their hands independently
- The NHS Glasgow and Clyde produce some excellent resources for kids of all ages <https://www.nhsggc.org.uk/kids/life-skills/self-care/going-to-the-toilet/hand-washing/>
- Where a sink is not nearby to wash hands, provide hand sanitiser in classrooms and other learning environments as an additional precaution BUT ensure handwashing is also carried out at regular intervals. Check that none of the staff or pupils have any allergies to the hand sanitiser
- Keep the hand sanitiser out of the children's reach to prevent ingestion
- When using hand sanitiser ensure your hands are fully dried off (to allow alcohol content to evaporate) prior to contact with any potential sources of ignition, included static electricity which can be created by friction and touching metal objects
- Drinking fountains should be taken out of use. Water dispensers must also be taken out of use unless these can be effectively managed by effective cleaning or hands free operation.
- Coughs and Sneezes spread diseases! Encourage staff and pupils to use a tissue or when they cough or sneeze and use bins for tissue waste (['catch it, bin it, kill it'](#)) Consider how to encourage young children to learn and practice these habits through games, songs and repetition and make use of [e-bug](#) and [PHE schools resources](#)
- Current guidance states there is no need for anything other than normal personal hygiene and daily washing of clothes/ uniforms following a day in an educational or childcare setting.
- Staff and Pupils with health/personal care needs – Individual Health Care plans which include infection control/ risk management should be followed when carrying out personal care. These must include continuing to use the PPE that they would normally wear when carrying out this task.

- Current PPE guidance should be followed for any additional one to one intimate close care activities in line with current guidance.
- Where possible foot operated/ lidded bins should be in use to help reduce hand contact. Use liners for waste receptacles that can be tied or sealed and ensure that bins for tissues are emptied regularly throughout the day – These can go bagged into normal waste
- To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE
  - Put it in a plastic rubbish bag and tie it when full
  - Place the plastic bag in a second bin bag and tie it
  - Put in a suitable and secure place and marked for storage for 72 hours
- Schools that already generate clinical waste should continue follow their usual arrangements for the storage and removal of clinical waste.

## CLASS SIZES, TIMINGS AND SOCIAL DISTANCING

Planning your resourcing needs, class/group sizes, timetables and social distancing measures (staying 2m apart) is paramount to help you control risk and avoid potential transmission.

Your planning process should ensure that you consider what contingency measures need to be in place to address potential absences of key staff e.g. Head, deputy, DSL, SENDCO, site staff, first aiders etc.

In establishing your group sizes/ ratios you will need to consider your available classroom space, access to welfare facilities and other learning environments where lessons or activities will be delivered.

The aim always being to keep groups apart, maintain social distancing and reduce movement around the school for both staff and pupils.

- Where established the small pupil/ staff cohorts should remain together where possible at all times each day.
- Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In Secondary schools consideration should be given to seating students at the same desk each day if they attend on consecutive days
- Different groups should not be mixing with each other during the day, or on subsequent days
- Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days (however it is recognised that in secondary settings there will be some subject specialist rotation of staff)
- If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they should continue to receive care in the same way as identified within their Behaviour Management/ Individual Health Care Plan if they have one, including any existing use of PPE
- Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time

## TIMETABLES AND TIMINGS

The timings of lessons and activities can be staggered so that groups are not moving around the school at the same time for example;

- Stagger assembly groups.
- Stagger break times to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.
- Stagger lunch times – children and young people should clean their hands beforehand and enter dining areas in the groups they are already in, groups should be kept apart as much as possible and tables should be thoroughly cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms.
- Stagger drop-off and collection times plan parents' drop-off and pick-up protocols that minimise adult to adult contact.
- Stagger the use of staff rooms and offices to limit occupancy.

## OUTSIDE SPACES

Consider which lessons/activities could take place outside

- e.g. for exercise and breaks
- for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](#)
- All off-site trips should be suspended until further notice

## SHARED ROOMS

- Only use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](#)

## OPERATING SCHOOL KITCHENS

There is currently no specific COVID-19 information available regarding safe operating systems in school kitchens apart from that included within the general managing school premises guide in terms of equipment that holds water, for example, dishwashers, combination ovens – these should be run through at least a full cleaning cycle per week. This is to remove scale build-up and standing water build-up to prevent possible bacteria growth.

There is advice provided in the publication [working safely during COVID-19 in restaurants offering takeaway or delivery](#) may provide some additional guidance to enable school kitchens to operate.

## TRANSPORT AND TRAVEL

- Think about how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport

where possible. encouraging parents and children and young people to walk or cycle to their education setting where possible

- Schools, parents and young people should follow the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#) when planning their travel
- ensuring that transport arrangements cater for any changes to start and finish times
- making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
- making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers
- taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts
- local authorities or transport providers should implement and share their own risk assessment for ensuring the safe transport of children and young people to school  
They should consider the following:
  - guidance or training for school transport colleagues
  - substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers
  - cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out
- communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)

Familiarise yourself with [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

## STAFF AND PUPILS HEALTH AND WELLBEING

- Some pupils or staff members who meet current criteria must follow [shielding advice](#) appropriate to their own circumstances.
- Both staff and pupils must be fit and well to attend school. Anyone who becomes unwell with a new, continuous cough or a high temperature, loss/ change in normal taste/smell (anosmia) should stay at home following national guidance.
- Any absence/self-isolation cases due to COVID-19 (suspected or confirmed) must be reported via your normal absence reporting procedures.
- Normal absence and wellbeing reporting procedures should be followed and referrals to occupational health can be made as appropriate
- Access to [testing is already available to all essential workers](#) Education settings, as employers can [book tests through an online digital portal](#). Employees can also book tests directly on the portal.
- Staff and Pupils with pre-existing medical conditions should follow their individual health care plans or seek advice from their general practitioner. These may include:
  - **Asthma:** Children, young people and staff in the clinically extremely vulnerable (high risk) group due to pre-existing medical conditions have been advised to shield. People in this group will not be expected to go to school or college. For those who are still able to attend school, Asthma UK advice is to keep taking your preventer (usually brown) daily as prescribed and carry your blue inhaler at all times
  - **Diabetes:** anyone with diabetes type 1 or 2 who have symptoms such as a cough, high temperature, loss of taste or smell, or feeling short of breath need to monitor their blood sugar closely and stay at home
  - **Epilepsy:** general advice for epilepsy – if the epilepsy is well controlled they are not likely to be affected any more seriously by COVID-19 than someone without the condition. A person with reduced mobility, trouble swallowing and learning difficulties are more likely to develop breathing problems and need

extra help and a risk assessment would be required to determine if it was safe for the child/young person to attend school

- **Mental Health and Wellbeing** - School should have a School Stress Risk Assessment in place and mechanisms in place to allow staff to report work related issues – Where staff report they are suffering from work related stress they should be referred immediately to Occupational health and an individual stress risk assessment should be carried out in line with the [HSE Guidance](#)

The Local Authority provide links to supporting emotional wellbeing and learning needs in the transition back to formal schooling advice and guidance for schools here <https://www.cumbria.gov.uk/coronavirus/backtoschool.asp>

## FIRST AID

You should ensure that you have first aid provisions in place suitable to cover your groups [HSE Guidance – First Aid during Coronavirus Outbreak](#)

If you hold a first aid certificate that expires on or after the 16<sup>th</sup> March 2020 and cannot access requalification training because of coronavirus, you may qualify for a 3 month extension. This applies to:

- First Aid at Work (FAW) and Emergency First Aid at Work (EFAW).

To qualify for the extension you must be able to explain why you haven't been able to requalify and demonstrate what steps you have taken to access the training if asked to do so

Some face to face training may resume where this can be safely delivered but online courses are available, however the provider must have a nationally approved and accredited first aid qualification.

At least one person with a current paediatric first aid certificate must be on the premises at all times when children are present. Whichever provider is chosen, the training must cover the content which is included in the [St John Ambulance](#) or [Red Cross paediatric first aid](#) training courses, and must be renewed every three years.”

## PPE – PERSONAL PROTECTIVE EQUIPMENT

In terms of risk assessment control PPE is provided as a **last resort** to protect a person where a risk cannot be effectively controlled in another way. But PPE must be used where social distancing cannot be effectively maintained and is required for activities which involve close personal care

Cumbria County Council has established a Covid-19 Emergency Support Call Centre which is manned from 9am to 5pm, Monday to Friday and 10am to 2pm on Saturday and Sunday.

Requests for PPE by Hub Schools, Standalones, Pupil Referral Units and Special Schools should now be made to the call centre on **0800 783 1967**. This will assist the Council to deliver PPE more effectively, subject to availability. The Council continues to have very limited supply of PPE to distribute across adult and children's services, GPs, special schools, PRUs and school/early years hubs. As such colleagues should continue to arrange pooling/sharing of PPE within local clusters and to contact alternative suppliers to source PPE directly where possible

A weekly request for the following week should be made every Wednesday, starting from next week. Details to be provided to the call centre include:

- Stock required for the following week – see [attached table](#) to assist with this.
- Delivery instructions- where the stock should be delivered to providing contact numbers in case of any queries

Contact details for ordering PPE: **0800 783 1967 orders to be phoned in by noon on Wednesday for delivery Thursday or Friday.**

The following link is for a short video with instructions for putting on and removing PPE– [PHE guidance to putting on and removing \(Donning and Doffing\) PPE](#)

## USEFUL CONTACTS

<b>PPE Call Centre</b>		0800 783 1967
<b>Learning Improvement Service</b>	<a href="mailto:dale.hill@cumbria.gov.uk">dale.hill@cumbria.gov.uk</a>	01228 226809 07900 085219
<b>Public Health Team – Cumbria County Council</b>	<a href="mailto:Fiona.mcCredie@cumbria.gov.uk">Fiona.mcCredie@cumbria.gov.uk</a> <a href="mailto:Debbie.McKenna@cumbria.gov.uk">Debbie.McKenna@cumbria.gov.uk</a>	07900668648 07769301904
<b>Health and Safety Team</b>	<a href="mailto:healthandsafety@cumbria.gov.uk">healthandsafety@cumbria.gov.uk</a> <a href="mailto:Judith.chandler1@cumbria.gov.uk">Judith.chandler1@cumbria.gov.uk</a>	01228 221616 07584 534670
<b>Property Team</b>	<a href="mailto:Grant.long@cumbria.gov.uk">Grant.long@cumbria.gov.uk</a> Building Compliance Manager <a href="mailto:Sandy.sanderson@cumbria.gov.uk">Sandy.sanderson@cumbria.gov.uk</a> Electrical/ Building Services Engineer <a href="mailto:Barbara.Cross@cumbria.gov.uk">Barbara.Cross@cumbria.gov.uk</a> Technical Property Support Officer	07825 202919

## FAQs – Taken from National Guidance

### **Will contact tracing be in place in educational and childcare settings?**

The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children.

### **What happens if someone becomes unwell at an educational or childcare setting?**

If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#).

If a child is awaiting collection, 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 if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff has helped someone who was unwell with a new, continuous cough, a high temperature or loss of taste or smell, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below).

They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area 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 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. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for

14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. 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.

### **Should educational settings ask parents to report pupils' temperatures at the start of each day?**

Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus. Educational and childcare settings should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice. If anyone in the household develops a fever or a new continuous cough they are advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#) (which states that the ill person should remain in isolation for 7 days and the rest of the household in isolation for 14 days).

### **Will children and young people be eligible for testing?**

When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the **111 online coronavirus service** if their child is 5 or over. Parents will be able to call **111** if their child is aged under 5.

### **Will teachers and other staff be able to get tested if they have symptoms?**

Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the [full list of essential workers](#). Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.

### **How should special schools and colleges consider and manage risks in supporting children and young people with complex needs?**

We have published [guidance for special schools, specialist colleges, local authorities and any other settings](#) managing children and young people with education, health and care plans, including those with complex needs. This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people.

### **What does implementing protective measures look like in alternative provision (AP)?**

AP settings should follow the same principles and guidance as mainstream schools. As much as possible, protective measures should be adhered to and class or group sizes should be small. Staff should use simple language to explain safety measures, and reiterate and reinforce key messages. Safe routines for access to toilets, hand-cleaning and break and lunch times should be put in place. Teaching resources can be used to aid understanding.

Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home.

Throughout this document there is a distinction made between ‘vulnerable children’ which has a wide definition as [described in this link](#) and in the relevant section below; and those who are ‘clinically vulnerable’ to coronavirus. [↵](#)

Links <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

