

## COVID-19 Compliance code for all educational settings

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### Contents

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<b>1.</b>	<b>Introduction and document updates .....</b>	<b>2</b>
<b>2.</b>	<b>Specific responsibilities .....</b>	<b>4</b>
<b>3.</b>	<b>Summary of key infection control measures.....</b>	<b>4</b>
<b>4.</b>	<b>Applying key infection control measures .....</b>	<b>6</b>
	Cleaning and disinfection processes.....	6
	Hand hygiene.....	9
	Respiratory hygiene arrangements .....	11
	Ventilation.....	11
<b>5.</b>	<b>Travel and quarantine.....</b>	<b>14</b>
<b>6.</b>	<b>Educational visits and use of third party premises .....</b>	<b>15</b>
	International visits.....	15
	All visits (including the use of Third Party Premises) .....	15
<b>7.</b>	<b>Transport and travel .....</b>	<b>16</b>
<b>8.</b>	<b>Visitors (including key contractors).....</b>	<b>17</b>
<b>9.</b>	<b>Events .....</b>	<b>17</b>
<b>10.</b>	<b>Catering .....</b>	<b>17</b>
<b>11.</b>	<b>Health, Well-Being and attendance .....</b>	<b>18</b>
	Asymptomatic Testing .....	18
	Responding to infection.....	18
	First aid.....	18
	Individual Risk Pupils.....	18
	Staff Health and Well-Being .....	21
<b>12.</b>	<b>Collaboration .....</b>	<b>22</b>
	Behaviour expectations and Policy .....	22
	Information, instruction and training .....	22
	Site markings and signage.....	23
<b>13.</b>	<b>Hiring School Premises (and providing premises for club use).....</b>	<b>23</b>
<b>14.</b>	<b>Face coverings.....</b>	<b>23</b>
<b>15.</b>	<b>Review.....</b>	<b>25</b>

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

Date of change	Section, Page and Change
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## COVID-19 Compliance code for all educational settings

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15-07-2021	New document
31-08-2021	Updated sections: CO2 monitoring equipment issue to state-funded schools International travel – international travel can take place Lateral flow testing for September return. Visitors – updated to reflect sharing information about safe ways of working with key contractors.
15-09-2021	Update sections: Individual Risk – Pupils Reassurance monitoring using CO <sub>2</sub> Sensors/Monitors Maximising fresh air – section 3 New section added: Events
05-11-2021	Updated section: Educational visits – international travel.
29-11-2021	Updates as a result of Prime Minister announcement on 27 November regarding the introduction of new measures as a result of the Omicron variant as follows: <ul style="list-style-type: none"> <li>• Updated section regarding advice on wearing face coverings in schools</li> <li>• New section regarding travel aboard</li> <li>• Updated section on Educational visits.</li> </ul> <p>Replacement of references to Public Health England with references to the United Kingdom Health Security Agency (UKHSA)</p>

### 1. Introduction and document updates

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The health, safety and well-being of all staff and pupils is of utmost importance to us.

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. The control measures that are now needed are very different to those that were previously required when the consequences associated with COVID-19 were significant. These new arrangements take account of the following factors:

- The direct clinical risks to children' are extremely low
- That individuals who are at an increased risk are individually assessed (staff and pupils)
- Vaccination programme status – research suggests the infection rate for fully vaccinated people is three times lower than in unvaccinated people and the vaccine can reduce symptomatic infection by almost 80% meaning that individual outcomes following infection are significantly improved
- The negative impact of disruption to education



## COVID-19 Compliance code for all educational settings

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Schools can be confident that they are effectively and proportionately managing the risk of COVID-19 if the requirements outlined in this compliance code are followed and a risk assessment is completed, they can assure parents, staff and pupils that appropriate control measures are in place.

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. Equally, the development of a positive culture can be undermined through negative behaviour. It is important that Headteachers and managers continue to show good safety leadership as you have done all through the pandemic.

This compliance code should be used to develop your *COVID-19 Educational Settings Risk Assessment*, it:

- Reflects the latest guidance, endorsed by the Department for Education and the United Kingdom Health Security Agency (UKHSA) for schools
- Sets out the control measures which are required

This document should be read in conjunction with all other guidance for educational settings. These are available on HR Infospace and the Norfolk Schools site and includes:

- COVID-19 Educational Settings Risk Assessment template
- COVID-19 General Risk Assessment Template
- COVID-19 Summary Risk Assessment Form
- COVID-19 Contingency Planning Guidance and Template (for use when control measures may need to be increased as a result of an outbreak in the setting or in the local area)
- COVID-19 Your Health and Your Safety
- COVID-19 Guidance for Aerosol Generating Procedures
- COVID-19 First Aid Guidance for Schools
- COVID-19 Management of Cases Guidance
- COVID-19 Testing Section
- COVID 19 Individual Risk Assessment Template
- COVID-19 Ethnicity Related Risk Assessment Form
- COVID-19 New and expectant mothers risk assessment
- COVID-19 Personal Protective Equipment (PPE) Guidance
- How to put on an take off PPE video
- COVID-19 Guidance for complex needs school residential accommodation
- COVID-19 Third Party Premises and Activities Declaration Form

Please note:



## COVID-19 Compliance code for all educational settings

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- Settings can record their risk assessment on either the COVID-19 Risk Assessment Form template (this template has suggested control measures) or they can use this compliance code to complete the COVID-19 General Risk Assessment Template (this template does not provide suggested control measures). There is also a Summary Risk Assessment form that enables you to develop a summary of your approach, this could be used to share the risk assessment information with staff and parents.
- These measures apply to all activities including: extra curricular provision, wrap around care, sport and other specialist curriculum activities.

### 2. Specific responsibilities

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Your existing health and safety responsibilities and those of your staff as outlined in your school's health and safety policy continue to apply. 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.

### 3. Summary of key infection control measures

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As outlined in the diagram above, there are 6 key areas of control to consider:

#### Regular Testing (and isolation)

Asymptomatic testing will help to identify anyone who does not have symptoms but does have the virus so they can take the appropriate action and isolate to prevent passing the virus onto others. Staff and pupils with a positive lateral flow device (LFD) test will need to get a PCR Test (and self-isolate in line with [stay at home guidance](#))

Anyone who has symptoms of COVID-19 should obtain a PCR test and follow the stay at home guidance.



## COVID-19 Compliance code for all educational settings

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Testing is available to all staff and students over the age of 11. Further information is available on the [Norfolk Schools Site](#)

It is important to note that testing is a complimentary tool and not a substitute for adequate infection prevention and control measures that are outlined in this compliance code.

### Maximising Fresh Air

Adequate ventilation reduces how much virus is in the air by helping to reduce the risk from aerosol transmission (when someone breathes in small particles (aerosols) that can be in the air after a person with the virus has been in the same area). Airborne transmission is considered to be a significant transmission route for COVID-19. It is possible to be infected by someone you do not have close contact with, particularly in highly populated or poorly ventilated areas. Therefore, everyone should:

- work outdoors or in well ventilated areas as much as possible
- Making sure indoor spaces have a direct supply of fresh air

### Universal hygiene measures

These measures both increase personal protection and also protect others:

- Thoroughly wash hands with soap and water often following the [NHS guidance](#). Use alcohol-based hand sanitiser if soap and water isn't available. In particular you should clean your hands when entering a building, after using the toilet, before eating and drinking, after coughing or sneezing, after using shared items or equipment, after moving around a premises if you have touched surfaces such as handrails, door panels etc and before you leave for the day.
- Keeping your hands below shoulder height as much as possible. This will help to avoid touching your eyes, nose or mouth, this is particularly important while you have gloves on and if you haven't washed your hands recently.
- [Catch it, Bin it, Kill it -](#) Covering the mouth and nose with a tissue or sleeve when sneezing and put used tissues in the bin straight away (or put them in your pocket until you can dispose of them). Always wash your hands afterwards
- Minimise touching hand contact surfaces with your hands as far as is reasonable and safe to do so.

These measures must become part of normal routine and enabled through the provision of hand sanitiser points, signage, supervision and information

### Cleaning the space and things around you

Enhanced cleaning and disinfection arrangements should continue. Where possible, staff and pupils (where age appropriate) should support these measures by disinfecting touch points (such as those in the classroom) and shared equipment etc. even if cleaning doesn't normally form part of their role



## COVID-19 Compliance code for all educational settings

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### Respectful Space

Whilst school bubbles and social distancing (keeping 2m from others) is no longer a requirement, any measure that minimises the number, proximity and duration of in person contacts reduces the risk of transmission. In addition, it is important to consider that increased mixing will lead to increased cases and therefore staff absence due to isolation requirements. Therefore, settings should consider where they may be able to provide people with the opportunity to keep space between them and others. In particular you should consider:

- Staff Cohorting
- Online meetings and training or keeping groups to the smallest number possible
- Meeting outdoors
- Pinch points or areas of congestion and how this can be discouraged/prevented
- Enclosed and smaller spaces such as changing rooms
- How to create space between staff in offices and other areas such as staff rooms and receptions where it is possible, for example, by moving furniture further apart and encouraging sitting side by side rather than face to face through furniture placement.

### Personal protective equipment (PPE)

The majority of staff in education settings will not need additional PPE beyond what would normally be worn. That is because all the measures described in this code will significantly reduce the risk to everyone. 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. Please refer to the detailed guidance on Personal Protective Equipment for further details on what is required when and how to put on and remove PPE safely.

## 4. Applying key infection control measures

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### Cleaning and disinfection processes

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 <b>contact time</b> . 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.



**COVID-19 Compliance code for all educational settings**

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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.

*Establishing cleaning schedules*

Educational settings must ensure that enhanced touch point cleaning and disinfection arrangements continue. All touch points that are fixed to the premises (inside and out) should be identified and disinfected on at least a twice daily basis (more frequently for Early Years settings) (for example: door handles, handrails, gate latches) as a starting point.

All items that require disinfection should be identified, for example, play equipment, dinner trays, specialist curriculum equipment, keyboards, desks and chairs, staff room resources such as chairs, kettles, fridges and microwaves. Establishing the regularity of disinfection of equipment and resources cleaning should consider:

- That all equipment and resources should be disinfected on a twice daily basis as a minimum and increased where it possible to (you may be able to incorporate some areas into your premises cleaning schedule, for example, desks and chairs in classrooms).
- The number of different users who are handling equipment and resources, for example a primary school classroom may be used by the same pupils and staff for the whole day therefore the resources used are not shared throughout the school.
- Areas of high use that may require additional cleaning and disinfection at specific periods, for example, outside play equipment before break time, premises touch points associated with dining areas during the lunch period, changing rooms.
- The regularity and effectiveness of personal hygiene regimes e.g. where pupils are less able to perform personal hygiene you may need to increase disinfection of shared equipment
- Areas used by pupils who may find it difficult to maintain personal hygiene or where personal hygiene is not supervised such as toilets.
- Where items may be put into children’s mouths and where drinking water is provided from a shared source.

The frequency of cleaning and disinfection can be considered in balance with increased hand hygiene requirements, for example, shared staff chairs in a staff room may be disinfected on a twice daily basis, books and paperwork are hard to clean, it may not be practical to clean shared sports equipment and resources between use; therefore increased hand hygiene arrangements should be put in place to reduce the reliance on cleaning.





## COVID-19 Compliance code for all educational settings

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Teaching staff should be provided with disinfectant wipes to enable them to clean contact points in their classrooms between classes where it is possible, for example, desks and chairs, educational resources.

Advice to get an effective clean:

- Cleaning and disinfection that takes place first thing in the morning and then in the evening should be avoided, the second clean should be undertaken during the day; this is because the school is not occupied between the evening and morning schedule.
- 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.
- If a surface is visibly dirty it should always be cleaned prior to disinfection. Even where you use a dual product as described above.
- 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.

### *Play equipment and toys*

Toys that are more difficult to clean should continue to be kept out of use unless allocated to individual children.

Soft toys and dressing up items are washed regularly in a washing machine at 60°C wash cycle for 10 minutes through a wash cycle.

### *Soft furnishings*

Soft furnishings can be sprayed with a proprietary fabric disinfectant spray on a daily basis.

### *Books and paperwork*

Books and paperwork can be used as normal, application of thorough regular hand hygiene will reduce the risk of virus transmission settings may consider where it is possible to wipe down plastic covers.

### *Specialist equipment*

Specialist equipment such as hoists and wheelchairs must be disinfected after each use.

### *Wooden desks and work surfaces*

The process for disinfection should be:

- Apply disinfectant and leave for the appropriate contact time applied
- Re-apply disinfectant and leave to dry naturally





## COVID-19 Compliance code for all educational settings

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Please note: wooden surfaces that are sealed/laminate should follow normal cleaning and disinfection arrangements

### *Laundry*

Items such as flannels, towels, cot sheets and other bedding, etc are single use items and should be washed according to manufacturers instructions between uses.

### *School transport*

School transport touch points should be disinfected prior to use (including vehicle keys, vehicle controls, seat adjusters, rails, door handles, seat belts, seat belt clips and seats).

### *Specific uses such as one-off events*

Consideration should be given to increasing cleaning and disinfection arrangements where areas of the building are used out of normal operating hours, or in a different way to normal operation such as for events.

### *Specific Disinfectant products*

Where disinfectant products advertise that they continue to be active for long periods such as 24 hours, please contact the Health, Safety and Well-Being Team prior to reducing cleaning frequencies. Many such product claims have been found to be false.

### *Foggers, UV devices and misters*

These products can be used to compliment your cleaning and disinfection regime but 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

## **Hand hygiene**

Keeping hands clean through regular and thorough washing or sanitising must be part of normal practice. If, despite 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. Your assessment should consider:

- Hand hygiene is carried out frequently using event related prompts e.g. after..... before..... when..... as they are more effective than fixed time prompts.



## COVID-19 Compliance code for all educational settings

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- Hand hygiene is performed: 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.
- 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 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 hand washing cannot be carried out using running water, hand sanitiser is provided at the location where hand hygiene is required:
  - 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.
  - Consideration is given to how hand hygiene can be supported where one off activities are planned such as sports days, parent evenings and school productions.
  - 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.
  - 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.

### *Effective hand hygiene methods*

- The following link provides a recommended hand rub method: [How to hand rub](#)
- The following link provides a recommended hand washing method: [NHS guidance](#)

Please note: you may wish to advise staff and pupils to avoid wearing rings (except for a plain band) in order to ensure thorough hand cleaning.

### *Reviewing handwashing facilities*

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.



## COVID-19 Compliance code for all educational settings

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- 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.

### *Considerations for Science*

Alcohol based hand sanitiser should be kept away from sources of ignition.

Students must be instructed to ensure that it has fully dried before using sources of ignition.

### **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 or sanitise your hands afterwards
- Minimise touching hand contact surfaces with your hands as far as is reasonable and safe to do so.

### **Ventilation**

#### *Increasing ventilation*

You will need to ensure adequate ventilation and air flow in buildings and school operated transport to ensure that a fresh air supply is consistently flowing through. Consideration should be given to:

- Where installed, reviewing the setup of your air conditioning system to maximise the intake of fresh air. Fresh air ventilation systems can operate as normal, but recirculating air systems may require adjustments to increase fresh air flow.
- Where there is no mechanical ventilation in place or this does not provide adequate fresh air, opening doors and windows where possible and safe to do so.
- Ensuring that trickle vents where available are kept open
- 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 openers.
- Where air conditioning systems serve multiple buildings or are fully recirculating, advice should be sought from HVAC engineers.
- Specific events where visitors such as parents are on site and there are increased numbers of people using the area, for example, school plays. Additional ventilation may be needed to counteract the increased number of people in these spaces.

#### *Reassurance monitoring using CO<sub>2</sub> Sensors/Monitors*

To give reassurance that ventilation levels are adequate you could consider installing Non Dispersive Infrared (NDIR) CO<sub>2</sub> sensors. These can help you assess whether ventilation levels



## COVID-19 Compliance code for all educational settings

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are adequate as good ventilation dilutes exhaled CO<sub>2</sub>. Measuring CO<sub>2</sub> levels can therefore act as a proxy measure for ventilation rates. Levels of 800ppm would indicate good ventilation and 1500ppm indicate poor ventilation. However, please be aware that for large spaces or spaces with low occupancy they are less suitable.

Reassurance monitoring is recommended for:

- Areas with older mechanical ventilation that cannot be adjusted to full fresh air
- Areas with few openable windows or that rely on passive ventilation from other rooms
- Areas where there is a risk that ventilation levels will be manually adjusted by people occupying the space
- Smaller rooms used by Service Users groups who are clinically extremely vulnerable
- Areas of high occupancy
- Responding to concerns about space ventilation or thermal comfort
- Planned events where increased numbers use a smaller space (representative sampling rather than monitoring at every event).

If you do choose to use CO<sub>2</sub> sensors they should be the NDIR type as these measure CO<sub>2</sub> levels rather than the e/co sensors which measure volatile organic compounds as a proxy for CO<sub>2</sub>.

Where CO<sub>2</sub> sensors are installed you must consider how you are going to monitor readings and how often. It is advisable to take several readings throughout the day to calculate an average. A single reading above 800ppm is not in itself a cause for concern. Where readings are consistently above 800ppm consideration must be given to how ventilation levels can be further improved.

CO<sub>2</sub> monitors are being rolled out to state-funded education settings throughout the Autumn term. Special, alternative provision and residential settings will be prioritised for first deliveries from September and details on upcoming deliver schedules are published regularly via the daily bulletin on the Ventilation – Google Drive.

Please follow: [Ventilation - Google Drive](#) to use the 'How to' Use CO<sub>2</sub> monitors in education and childcare settings which has been provided as part of the DfE's CO<sub>2</sub> monitor programme. If you setting is not part of this programme and you are obtaining monitors directly, you can still refer to:

- the relevant sections of this guidance, for example, where you should use CO<sub>2</sub> monitors, placement and rotation, measuring and understanding readings.
- The manufacturers instructions for setting up monitors/sensors and use.

Where monitoring identifies that improvements are needed please ensure that the information in this section for improving ventilation is followed in the first instance. Where you have a ventilation issue that cannot be resolved using this guidance you will need to obtain further health and safety advice.



## COVID-19 Compliance code for all educational settings

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Please note:

- The use of CO2 sensors does not inform you if there is COVID-19 virus in the air.
- Ventilation is only one of the measures employed to reduce transmission risk.
- CO2 sensors are only one way to give an indication of the adequacy of ventilation.

Settings should consider other signs of poor ventilation through looking (are the windows open?), listening (can I hear the air conditioning is working?), smelling (does the air smell stale?) and feeling (can I feel a breeze?)

The government has also launched a trial of air purifiers in 30 schools in Bradford, which is designed to assess the technology in education settings and whether they could reduce the risk of transmission. This guidance will be updated once trial findings are available.

Ensure thermal comfort during colder weather is balanced with the need for ventilation, a number of practical steps can be taken including:

- Fully open windows before classrooms are occupied and during breaks but keep them only partially open during lessons
- Fully opening some windows to gain air changes but selecting those that are not directly next to pupil's desks/work areas or opening high level windows fully but lower level windows partially
- Make sure everyone is dressed appropriately for the cooler weather, for example encouraging the use of long sleeves, thick tights and jumpers and allowing pupils to wear their coats in the classroom if appropriate

Premises managers and other staff should ensure systems are in place to implement this and that occupants are aware they should not be fully closing windows e.g. by the use of signage and making regular checks

Please be assured, in the colder months, the difference between indoor and outdoor temperature and the increase in wind means that windows do not need to be opened as wide to achieve good levels of ventilation.

Where there is a security or finger trapping risk e.g. with small children, settings should install window restrictors that enable windows to be kept securely open and the opening size controlled.

Always ensure that ventilation systems are maintained, following manufacturers instruction

### *Spaces without appropriate ventilation*

Where rooms and zones cannot be appropriately ventilated such as where there is no direct supply of fresh air, you are not able to open the windows as described above, or where a



## COVID-19 Compliance code for all educational settings

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ventilation system only recirculates air and has no fresh air introduced, the area should be taken out of use unless provision of fresh air can be implemented by other means.

In very limited circumstances the area may still be suitable for use depending on:

- The number of people who occupy the area - the risk increases if an area is poorly ventilated and occupied by more than one person.
- How long people occupy an area - the longer the area is occupied the greater the risk
- The size of the area – the larger the area the lower the risk
- The tasks that take place – activities that make you breathe deeper will increase generation of aerosols and increase the risk
- Features that affect ventilation – equipment, machinery and other features may prevent air circulating and create stagnant areas.
- If fans are needed in the area – fans should not be used in poorly ventilated areas

Advice must be sought from HSW before using any area that does not have direct fresh air ventilation.

### *The use of fans*

There is no current research to suggest that fans aid transmission of COVID-19 in well ventilated spaces 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.

## 5. Travel and quarantine

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All travellers arriving into the UK will need to isolate and get a PCR test by day two after their arrival. They may end their isolation once they receive a negative test result. If the result is positive they must isolate and [follow rules on isolation following a positive test](#).

Unvaccinated arrivals aged over 18 will follow the existing testing and isolation regime.

All red list arrivals will enter quarantine.

Education settings may wish to contact parents who are travelling abroad to consider the impact on their child's education which may result from any requirement to quarantine or isolate on their return.





## COVID-19 Compliance code for all educational settings

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Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to [travel legislation](#), details of which are set out in [government travel advice](#).

Guidance for boarding school students should be followed: [boarding schools students: quarantine and testing](#)

### 6. Educational visits and use of third party premises

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#### International visits

You should consider whether to go ahead with planned international visits, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK.

You should refer to the [Foreign, Commonwealth and Development Office travel advice](#) and [Guidance on international travel](#) before booking and travelling.

You must be aware that the travel list is subject to change and green list countries may be moved to amber or red. You will be required to comply with international travel legislation and have contingency plans to take account of changes which may happen during a visit.

You should be clear on the terms of your travel insurance at the time of booking and are advised to consider whether a change in travel advice or country classification is covered by your insurance. You should speak to either your visit provider, commercial insurance company or the risk protect arrangement (RPA) to assess the protection available when making bookings. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits

Your risk assessment must be full and thorough, considering any public health advice that is in place both in the UK and in the country being visited, including hygiene and ventilation. You must ensure that it includes all elements of the visit including transport, trips and accommodation. Arrangements must comply with the local isolation, testing or quarantine requirements and will need to rely on the local health system.

Destination countries may set additional restrictions while pupils are already there and all relevant advice and restrictions must be complied with. Please refer to the following information when assessing international visits:

#### All visits (including the use of Third Party Premises)

In addition to following the normal assessment process using Evolve (online visits planning and approval system), when arranging visits, staff involved in the assessment must familiarise themselves with this compliance code and any specific industry guidance that relates to the





## COVID-19 Compliance code for all educational settings

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activity to ensure that relevant measures are applied. These can be recorded on the COVID-19 General Risk Assessment Template and should include that:

- The venue or provider is managing the risk of COVID transmission via a declaration or Good to Go accreditation (a COVID-19 Third Party Premises/Activities Declaration Form is provided for Educational Settings to send to providers to assist with visit planning).
- All aspects of the educational visit are reviewed and arranged in line with the systems of control outlined in this compliance code including spending as much time outdoors as possible
- You have considered and worked with the venue in relation to any additional factors needed for children (and staff) with SEND and medical conditions to comply with COVID-19 safety measures at the venue.
- You have developed contingency plans to respond to symptoms developing in the group or someone needing to self-isolate
- You have an appropriate level of insurance cover for the visit
- The venue has provided the school with visitor information and briefings, including details of their COVID-19 arrangements

### *Testing*

Consideration should be given to how to utilise and encourage testing before and after visits for school staff and volunteers such as parents. In addition, secondary schools should strongly encourage testing before and after the visit for secondary school pupils. You may also wish to seek assurance from the venue about their staff participating in regular testing.

## **7. Transport and travel**

Face coverings are required on all school transport (unless individuals are medically exempt from this requirement).

NCC work with school transport providers to ensure they apply the principles of infection control to their services.

All pupils should 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 the hand cleaning and washing section.

Schools operating their own minibuses must ensure that:

- Transport is adequately ventilated
- Cleaning and disinfection arrangements are implemented, following the Cleaning and Disinfection section
- The use face coverings are implemented



## COVID-19 Compliance code for all educational settings

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### 8. Visitors (including key contractors)

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Where possible, educational settings should plan visits in advance, considering how space can be created as part of the visit for example, by using a different larger space, by separating chairs further, avoiding sitting face to face, by having a walking meeting outside. Information about the visit should be communicated. All visitors should:

- Be encouraged to participate in asymptomatic testing programmes where it is age appropriate.
- Perform hand hygiene before entering the site
- Confirm that they do not have symptoms or are required to isolate
- Be provided with any relevant safety instruction on arrival.

Hand sanitiser, tissues and bins should also be provided in meeting rooms to encourage good respiratory hygiene and immediate disposal of tissues.

To support test and trace it is recommended that settings have a QR code in place for events involving large numbers of visitors.

You should ensure that key contractors are aware of the setting's control measures and ways of working prior to visiting the site.

### 9. Events

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Events should be planned on a reduced capacity basis for visitors, enabling respectful space to be given. Ventilation should be reviewed in order to ensure it remains adequate for an increased numbers of users and all other infection control measures outlined in this compliance code must be applied.

A contingency plan should be prepared as part of event planning in order to respond to increased positive cases in the community or where thresholds that are outlined in the Case Management Guidance are met. Plans should consider: providing the event virtually, delay or cancellation.

### 10. Catering

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Where catering services are contracted, the school must ensure that their activities are provided in line with [Government guidance for restaurants etc .](#)

Where the setting provides this service directly, they must assess this activity following the principles that are outlined in this compliance code and the government guidance linked above.

#### *Vending facilities*

Vending machines must be formally cleaned at least twice a day as part of your touch point regime and both wipes and a hand sanitiser station provided next to them. Information must be provided for users on areas to clean before use and instruction given to use hand sanitiser before and after use.



## COVID-19 Compliance code for all educational settings

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Vending machines have a number of touch points and some parts may be hard to clean e.g. those with a collection slot, therefore performing hand hygiene before and after use must be reinforced.

### 11. Health, Well-Being and attendance

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#### Asymptomatic Testing

Coronavirus (COVID-19) asymptomatic rapid testing in settings using Lateral Flow Devices (LFD) is an important measure. This programme of testing **does not**:

- replace the testing arrangements for those with symptoms. Anyone with symptoms (even if they recently had a negative test result), should still self-isolate immediately following government guidelines. Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.
- Replace the testing arrangements for anyone else required to take a PCR test e.g. as a result of a new variant of concern being identified
- Change the need to follow the control measures that schools have already put in place. Secondary schools should retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.

Testing is voluntary. Pupils not undergoing testing should continue to attend.

Separate guidance on asymptomatic testing, when and how it should be used as well as template risks assessments are available on the [Norfolk Schools site](#)

#### *Confirmatory PCR tests*

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

If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the person can return to school, as long as they are symptom free. Additional information on [PCR test kits for schools and further education providers](#) is available.

#### **Responding to infection**

Please refer to [COVID-19 Management of Cases Guidance](#).

#### **First aid**

Please refer to the [COVID-19 First Aid Guidance](#)

#### **Individual Risk Pupils**

##### *Clinically Extremely Vulnerable Pupils*

The most recent research and evidence suggests that children with health conditions should no longer be considered Clinically Extremely Vulnerable. Therefore all pupils should attend



## COVID-19 Compliance code for all educational settings

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education settings . A very small number of pupils have been advised to isolate or reduce their social contact for short periods of time by their specialist, due to the nature of their medical condition or treatment rather than because of the pandemic. If this is the case, they should continue to follow the advice of their specialist.

Parents of clinically extremely vulnerable children and young people who were previously on the shielded list have recently been sent a reassurance letter from the government, please follow [this link](#) to see the letter.

Settings should carry out individual assessments for pupils who may be at an increased risk, for example, because of their ethnicity. Research suggests that the reasons for ethnic groups being at increased risk are complex and the factors that contribute to this will depend on their ethnicity. Examples of things to consider by education settings include:

- if there are any language barriers to understanding the infection control requirements such as how to clean your hands and how often, respiratory hygiene, testing (where applicable) as well as understanding the symptoms of COVID-19 and what to do if you have symptoms.
- how communication with parents/carers is put in place
- where any support is needed to ensure control measures are stringently followed

If through your risk assessment you have not identified any reasons why the person may be at an increased risk then you do not need any additional control measures.

### *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 arrangements



## COVID-19 Compliance code for all educational settings

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### *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 ( $\geq 37.8^{\circ}\text{C}$  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.

### *Attendance in relation to COVID-19*

All pupils must attend school unless they have a specific health condition detailed in this section or they are required to isolate. Schools should bear in mind the potential concerns of pupils, parents and households who may be anxious and put the right support in place to address this. This may include pupils who have 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 COVID-19, including those from Black, Asian or other Ethnic 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 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).



## **COVID-19 Compliance code for all educational settings**

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

### *Wellbeing*

Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on [promoting and supporting mental health and well-being in schools](#)

### *Individual support planning*

A review of supportive actions may be required for a number of reasons such as:

- Where pupils cannot follow strict hygiene practices
- 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

### ***Specific close contact activities***

Planning for close contact activities such as intimate care 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 by performing hand hygiene before and after carrying out the task
- Ensuring that the pupil washes 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

### *Aerosol Generating Procedures (AGP)*

Some procedures increase the risk of transmission through aerosols, such as for pupils receiving tracheostomy care.

These activities require a specific risk assessment supported by the young person's health professional. [Separate guidance](#) on AGPs, accessing the correct PPE and training for that is available on the Norfolk Schools site.

### *Education Tools*

[e-Bug](#) resources are available to teach pupils about hygiene.

## **Staff Health and Well-Being**

*Specific information for staff*





## COVID-19 Compliance code for all educational settings

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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

### 12. Collaboration

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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.

#### Behaviour expectations and Policy

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.

#### Information, instruction and training

Managers should consider the most effective ways of communicating arrangements with staff. Managers must ensure that staff are:

- Provided with adequate information, instruction and training in order to carry out their role safely.
- Confident and understand the control measures that are being applied through discussion with them,
- Aware of how they can raise their concerns and receive feedback on how their concerns have been addressed.
- Regularly reminded about the requirements.

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

Schools should consider the most effective ways of communicating arrangements with:

- pupils, this may include signs, posters, verbal prompts for a specific action such as hand washing at the time it is needed, regular pupil reminders.
- Providing information for parents and carers (and pupils where age appropriate)





## COVID-19 Compliance code for all educational settings

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### Site markings and signage

Signage will help to embed the new ways of working, supporting the measures that are being taken, providing regular reminders. Managers should ensure that markings and signage used is appropriate for the area, levels and types of use:

- Notice boards, media screens (that are already in use) and appropriate points are used to display health information where it is needed to encourage safe working arrangements, for example, visitor information at entrance points, reminders are placed in areas that are most frequently used.
- Regular reminders and signage to encourage the use of sanitiser stations. Evidence suggests that event reminders work better than time reminders

### 13. Hiring School Premises (and providing premises for club use)

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Where school premises are hired out or used by clubs, the school must ensure that they consider the following:

- Increased cleaning and disinfection requirements, particular attention should be given to routes and rooms used at the premises, including toilet facilities and associated school equipment. This may also include external areas of the site.
- Ensure that the hirer adequately ventilates the space they are hiring
- That the user confirms they are following COVID-19 control measures for their activities
- The school and hirer should agree and confirm their responsibilities prior to use of the premises.

In addition, the use of QR codes should be encouraged for any activity or provision where members of the public take part or make use of the premises This includes where the premises or parts thereof are let out to external providers.

### 14. Face coverings

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Face coverings are now recommended to be worn (unless exempt):

- In communal areas in all schools for adults (staff and visitors) and pupils from year 7 onwards.
- On all school transport

Face coverings can help contain any droplets you produce and therefore when worn correctly in certain circumstances, they may reduce the possibility of you transmitting COVID-19 to other people. A face covering is not Personal Protective Equipment (PPE) and they are not intended to protect the wearer. They are not therefore intended to replace fresh air ventilation, social distancing, or personal hygiene (regular hand washing for 20 seconds and following catch it, bin it, kill it advice); the measures that when combined are the most effective means of limiting the spread of the virus. It is very important that even when you wear a face covering you remain



## COVID-19 Compliance code for all educational settings

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vigilant and continue with these measures. Multi layered face coverings are considered to be most effective.

Wearing a face covering will also not exempt you from the requirement to self-isolate.

The use of face coverings:

- Should not replace the measures outlined in the compliance code which reduce the risk of virus transmission.
- Must be managed in a hygienic way to reduce the risk of contamination and transmission. Where homemade non-disposable face coverings are used the wearer must store these, folded in on themselves in a plastic bag when not in use. Anyone wearing a face covering must be able to put it on and take it off safely themselves.

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.

Settings should provide users of face coverings with information on how to put on and take off a face covering safely as follows:

- wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and after removing it
- make sure it covers your nose and mouth while allowing you to breathe comfortably
- when wearing a face covering, avoid touching your face or face covering, as you could transfer the virus to or from it
- avoid wearing it around your neck or on your forehead between use
- when you take your face covering off, be careful not to touch the front or inside of it, fold it in on itself and store safely in a bag between wears or before washing
- change your face covering if it becomes damp, damaged or if you've touched it (as face coverings are used for longer in some settings consideration should be given to instructing students and staff to bring more than one covering to setting so they can change regularly)
- change and wash reusable face coverings daily in line with manufacturer's instructions (more than one covering may be needed as above)
- if it's not washable, dispose of it carefully in your usual waste
- do not share your face covering with someone else

Schools and colleges may wish to have a small stock of disposable face coverings available for visitors and staff. Settings can purchase disposable face coverings (also known as surgical face masks) from NCC through the [PPE purchasing route](#). Please note these cannot be used in circumstances where PPE is required as they do not meet the standards for PPE but are suitable as face coverings.



## COVID-19 Compliance code for all educational settings

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Please note, for some people it would not be appropriate for them or you to wear a face covering, for example where it would cause distress or exacerbate a health condition or where they rely on lip reading, facial expressions and clear sound to communicate.

### 16.15. Review

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

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