



C-19 EYFS Guidance

Version 1.0: 29/05/2020

Contents

Introduction	4
Welcoming children back to settings from 15 June 2020.....	4
Shielded and clinically vulnerable children and young people.....	5
Shielded and clinically vulnerable adults.....	5
Living with a shielded or clinically vulnerable person	6
Learning and development requirements.....	6
Assessment – EYFSP.....	7
Ratios	7
Do early years and childcare settings need personal protective equipment (PPE)?	9
Effective infection protection and control	10
Class / Group sizes	10
Guidance about managing different areas of learning	11
Communication and Language.....	12
Physical development.....	12
Personal, social and emotional development.....	12
Specific areas of learning.....	12
Understanding the world	13
Expressive arts and design	13
Newly produced books on coronavirus	13
Proposed timetable of action.....	14
Phase 3: Return from lockdown to summer 2020	14
Implementing protective measures in an education setting before wider opening on 15 June .16	
Planning and organising	16
Communicating your plans.....	17
When open	18
For cleaning and hygiene:	18
What happens if someone becomes unwell at an educational or childcare setting?	20

What happens if there is a confirmed case of coronavirus in a setting?.....	21
Actions if a pupil or staff member shows COVID-19 symptoms.....	22
Actions if there is a confirmed case of COVID-19 in a school.....	22

Introduction

It is now clear that when schools eventually return, they will not be returning to 'business as usual'. HM Government announced on 11th May 2020 that it expected Reception, Year 1 and Year 6 children to return to school from 1st June and issued guidance on how this return should be managed: Actions for educational and childcare settings to prepare for wider opening from 1 June 2020. Ryefield intends to open the EYFS from 15 June 2020.

Although accommodations will have to be made to enable all children to return to school eventually to mitigate and minimise as much as possible the risk of contracting and spreading COVID-19, there are particular challenges facing the Early Years Foundation Stage (EYFS). It is undoubtedly going to be more difficult for EYFS staff to help young children to follow social distancing guidelines. Additionally, some young children may still need personal care support. So, how can schools proceed? This guidance is aimed at supporting staff working in EYFS to arrive at practical solutions which comply with government guidance and promote both the safety and development of young children. This document is supplementary to the reopening and strategic plan, and should be read in conjunction with it.

Welcoming children back to EYFS settings from 15 June 2020

If children are going to be reintroduced to school for half a day or full-time, then simplifying the provision on offer is paramount. This is in line with the DfE's temporary changes to allow schools' and settings' 'reasonable endeavours' to meet the learning and development requirements.

A simplified school day may include: registration/circle time, phonics and reading, writing, maths/number work and physical activity outdoors. Over the week, some expressive arts and design and 'topic' work can be built in for the group. Not every aspect needs to be on offer all day, every day, currently. This option minimises the open-ended continuous provision which may lead to children mixing too freely.

Alternatively, a reduced continuous provision offering can be maintained, but limits should be set for the number of children who can work in any area at any one time. Careful thought should be given by the EYFS team to the number and purpose of any continuous provision activities offered.

This is an ideal opportunity to be ruthless about de-cluttering the equipment and material on offer. Prior to opening the EYFS team will need to clear away anything that they are not planning to use, to create space.

Shielded and clinically vulnerable children and young people

For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.

Shielded and clinically vulnerable adults

Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.

Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance) have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if

they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.

Living with a shielded or clinically vulnerable person

If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.

If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance](#), it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.

Learning and development requirements

The change: During the COVID-19 outbreak early years providers should use reasonable endeavours to meet the existing learning and development requirements, instead of this being something they 'must do'.

What this means in practice: The most important thing is that children of critical workers and vulnerable children are cared for within settings. As far as possible, children should also benefit from a broad range of educational opportunities.

The EYFS learning and development requirements comprise seven high level areas of learning that ordinarily must shape education programmes in settings, and seventeen Early Learning Goals (ELGs) which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

Whilst providers should try and meet existing requirements as far as is possible during the COVID-19 outbreak, we recognise that these are extraordinary times and there may be occasions where it will not be possible to provide activities and experience across all seven areas of learning for all children all of the time.

Assessment – EYFSP

The change: The Early Years Assessment Stage Profile (EYSFP) will not need to be undertaken in the academic year 2019/20.

What this means in practice: The EYFSP is usually undertaken in the final term of the year in which a child turns 5 and involves teachers assessing each child's level of development against each of the seventeen ELGs. The results are usually shared with parent/carers, Year 1 teachers and the Local Authority and form national statistics. There will be no statutory requirement for schools to undertake the EYFSP in 2019/20.

Schools are still free to complete EYFSP assessments for children if they are able to, and to share with parents and carers and Year 1 teachers at an appropriate time, but they are not required to. If they do choose to assess children, they do not need to share data with their Local Authority and Local Authorities will not be required to moderate any assessments that are carried out in 2019/20.

Ratios

Providers caring for children aged three and over where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children.

(See EYFS para 3.33)

Current requirement: There must be at least one member of staff for every 13 children.

At least one other member of staff must hold a full and relevant level 3 qualification.

Change for COVID-19: Providers should use their “reasonable endeavours” to ensure that at least one other member of staff, excluding the member of staff who holds a suitable level 6

qualification, holds a full and relevant level 3 qualification, but meeting this will not be a legal requirement.

All other requirements remain

All group settings

(See EYFS para 3.23)

Current requirement:

- The manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification
- The manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience
- The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence

Change for COVID-19: Providers should use their "reasonable endeavours" to ensure that at least half of all other staff (excluding the manager) hold at least a full and relevant level 2 qualification. However, meeting this will not be a legal requirement.

All *other* requirements remain.

Ryefield have allocated two members of staff for each EYFS 'bubble'.

First Aid

Current requirement: At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.

All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.

Change for COVID-19: The requirement for all newly qualified entrants to the early years workforce to have a full PFA or emergency PFA certificate within three months of starting

work in order to be included in the required staff: child ratios at level 2 or level 3 will be disapplied.

There will remain a requirement for at least one person who has a current PFA certificate to be on the premises and available at all times when children aged below 24 months are present.

Where a provider has only children aged 2-5 in their care they must use 'best endeavours' to have one person with PFA onsite.

All other requirements remain.

Safeguarding and Welfare

Ryefield Primary school has an online reporting system (CPOMS) which ensures that any concerns raised by members of staff are immediately sent to 4 members of the safeguarding team.. DSLs are always available to offer advice, guidance and support either on site or remotely.

Do early years and childcare settings need personal protective equipment (PPE)?

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

- children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
- if a child, young person, or other learner, becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

Effective infection protection and control

There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)
- Separating specific Nursery resources for use by AM and PM children. Halving the equipment will allow the nursery team time to ensure that the items are ready for the next session.

Class / Group sizes

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:

- avoiding contact with anyone with symptoms
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of settings
- minimising contact and mixing b

It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups. Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk. For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.

EYFS classrooms will have to be flexible in terms of adjusting not only the space but also the provision. Staff will need to consider implementing carousel activities for play equipment to ensure that multiple groups do not use it simultaneously. Prior to opening, the nursery will team need to split resources between AM and PM cohorts. This will ensure that the team have the opportunity to ensure that it is appropriately cleaned between groups of children using it.

Guidance about managing different areas of learning

If children spend the day in the same small group, managing their social distancing should be easier for some areas of learning than for others. All equipment used should be cleaned regularly and thoroughly.

The prime areas of learning

Communication and Language

Settings can maintain a strong focus on literacy and language development through storytelling, singing and rhymes. These can be covered whilst children are sitting apart.

Physical development

Spend as much time as possible outdoors, especially as we move into the summer months. If possible, move some formal teaching outdoors. Typical outdoor activities need to be managed very carefully. DfE guidance is that 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.

Be ruthless about de-cluttering outdoor apparatus and being focused on the number and type of activities planned for outdoors. Clear away any equipment that you are not planning to use. Do you always need the sand tray out? In summer, and for now, the water tray may be a better option. This is an opportunity to be very explicit about the learning objectives planned for the outdoor environment.

Personal, social and emotional development

At this very challenging time for everybody, young children especially may find the changes and limitations daunting. Daily opportunities to talk to children as a group and individually about the changes will be vital. Use the 'virus' as part of your curriculum planning. The traditional EYFS topics for the summer term – going on holiday etc may not really be suitable, although a topic on 'Summer' could still be useful. Consider returning to topics and role play about 'People who Help Us' and on 'Staying Healthy'.

Specific areas of learning

Numeracy/mathematics, literacy and phonics can be taught in small, distanced groups. This may be made easier if children have their own tray or box which contains everything they need and means that they do not have to share. The box/tray/bag might contain their own crayons, pencil, ruler, eraser, reading books, whiteboard, exercise books etc. Adults will be the only person handling items from several children. If using the children's current trays, these should be decluttered and cleaned thoroughly.

In educational terms, the main priority is to help the children get back on track with phonics and early reading. The management of the groups may be made easier if the groups are set up according to phonics ability.

Understanding the world

As noted above, this may be a good time to revisit some EYFS favourite topics such as 'People Who Help Us', 'Keeping Healthy' and work on 'Summer'.

Expressive arts and design

Whilst singing and musical activities may be relatively straight forward to manage, from a social distancing perspective, art and crafts is more challenging. This aspect may be better managed as adult-led or supervised, with the group working together but apart, rather than offered in continuous provision.

Newly produced books on coronavirus

A number of books, many free, have been produced to explain the coronavirus to children in a gentle and positive way.

[My Hero is You: How Kids can Fight Covid-19 \(ENGLISH – free to download\)](#)

[Coronavirus: A Book for Children \(free to download\)](#)

[The Little Corona King](#)

Proposed timetable of action

Phase 3: Return from lockdown to summer 2020

Priority		Actions
1.	Current Reception (FS2) Phonics and reading	Assess all children. Re-group, if possible. Intensive teaching of phonics. Daily practice of reading books.
2.	Number/maths	Start with story of Number x (where left off before lockdown). Assess before moving on or backwards. Daily number lesson. Twice/three times weekly SSM.
3.	Writing	Start with a simple written exercise, assess for sentence construction, capital letters, full stops, spacing, letter formation, sizing and alignment, spelling using phonic knowledge and 'tricky' words.
4.	Language	Re-start '5-a-day' story with gusto. Re-assess most vulnerable children with language issues Inform parents of the assessments, what they mean, how their child has performed and how they can help.
5.	Foundation subjects/ K and U/ Expressive Arts	Plan these over the rest of the term. Consider revisiting popular topics such as 'People who help us'; 'Keeping Healthy', 'Summer' to explore impact of the lockdown and support children's emotional well-being.
6.	Work with parents	Provide plan for parents of what is going to happen in Reception on return to school, and why. Be explicit about priorities to reassure parents. Provide plan in different formats – written, social media, video on school website.
7.	Risk register	Update school risk register to record the importance of this cohort and potential future risk(s). Plan / record mitigations to minimise future risks.

8	Current Nursery (FS1) cohort	<p>Work with parents to reassure them about moving children into Reception and not deferring.</p> <p>Work with parents to ensure all children are toilet-trained and can manage personal self-care (dressing/undressing, using utensils at meal times etc).</p> <p>Work with parents to support children's physical development before entry to Reception.</p> <p>Work with parents to support children's language development and acquisition of an agreed bank of stories and rhymes before entry to Reception.</p>
9.	Current Nursery (FS1) cohort	<p>Work with parents to reassure them about moving children into Reception and not deferring.</p> <p>Work with parents to ensure all children are toilet-trained and can manage personal self-care (dressing/undressing, using utensils at meal times etc).</p> <p>Work with parents to support children's physical development before entry to Reception.</p> <p>Work with parents to support children's language development and acquisition of an agreed bank of stories and rhymes before entry to Reception.</p>

Implementing protective measures in an education setting before wider opening on 15 June

Planning and organising

Consider the following steps:

- refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening
- organise small class groups, as described in the 'class or group sizes' section above
- organise classrooms and other learning environments, maintaining space between seats and desks where possible
- refresh the timetable:
 - staggered starts ensure that there is reduced footfall during drop-off and collection times
 - consider which lessons or classroom activities could take place outdoors
 - use the timetable and selection of classroom or other learning environment to reduce movement around the school or building
 - break times (including lunch) will remain in the EYFS block – with the possibility of the forest school and small field being areas to promote outdoor learning and play, the EYFS team should ensure that this time is used in a flexible manner but also minimise the volume of children moving around the school at the same time
 - Reception parents will continue to drop-off and collect their children as normal. NO Nursery parents will be allowed in the building – they must wait at the door until their child is brought to them.
- in addition, childcare settings or early years groups in school should:
 - the EYFS lead will need to work closely with the team to timetable activities which promote the distancing of bubbles and consider activities which avoid larger groups of children mixing
 - consider implementing carousel activities for play equipment to ensure that multiple groups do not use it simultaneously. Prior to opening, the nursery will team need to

split resources between AM and PM cohorts (either two or four sets). This will ensure that the team have the opportunity to either ensure that it is appropriately cleaned between groups of children using it, or leave the resources for 72 hours before returning to them.

- remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
- remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)

Communicating your plans

Consider the following steps:

- Parents have been told that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- Parents will be informed of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). Many of the existing routines will continue to be in place, bar some minor adjustments, such as staggered start and finishing times.
- Signage and prior communication make it clear to parents that they cannot gather at entrance gates or doors, or enter the site. Currently no parents will be allowed into the building, unless it relates to a safeguarding or medical emergency.
- E-bug resources to be shared with families prior to reopening
- All staff have access to school's resources and school leaders have totalled in excess of 6 hours of video conferencing to share ideas and explain the reopening process. Further training will be made available both prior to reopening, and on an ongoing basis.
- The school has communicated with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
- Internal cleaning staff have been made aware of the additional cleaning requirements and agree additional hours to allow for this

When open

The EYFS team will need to ensure that they keep each cohort bubble together where possible and:

- ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
- ensure all day nursery pupils will remain in the EYFS setting and will not spend part of the school day placed into KWP.
- 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, recognising for staff illness or absence there will be some subject specialist rotation of staff
- 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. Given the ample outdoor space available at Ryefield, staff are encouraged to make the most of any outdoor learning opportunities such as the Forest School.

For cleaning and hygiene:

- follow the [COVID-19: cleaning of non-healthcare settings guidance](#)
- ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
- clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
- separate toys for nursery am and pm children, ensure that they are cleaned in readiness for the next session.
- ensure that all adults and children:
 - frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](#)
 - clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
 - are encouraged not to touch their mouth, eyes and nose

- use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
- ensure that help is available for children and young people who have trouble cleaning their hands independently
- consider how to encourage young children to learn and practise these habits through games, songs and repetition
- ensure that bins for tissues are emptied throughout the day
- where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
- prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
- there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting

Reduce mixing within education or childcare setting by:

- accessing rooms directly from outside where possible
- staggering breaks and access to specific outdoor areas to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
- ensuring their lunch is brought to their classroom. Children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group.
- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
- noting that some children and young people will need additional support to follow these measures (for example, pupils with complex needs have been risk assessed and discussions have been held with their families around keeping them – and others safe – via social distancing)

Use outside space:

- for exercise and breaks

- for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- although 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](#)

For shared rooms:

- stagger the use of staff rooms and offices to limit occupancy

Reduce the use of shared resources:

- by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently
- although practical lessons can go ahead if 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

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

If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), 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).

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 a minimum of 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 a minimum of 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.

Actions if a pupil or staff member shows COVID-19 symptoms



Pupil or staff member displays COVID-19 symptoms.



Send home and advise to self-isolate for 7 days.
Household members should self-isolate for a minimum of 14 days.
Encourage to get tested.



If test is negative, return to school and household ends self-isolation.
If test is positive, move to 'confirmed case' scenario.

Actions if there is a confirmed case of COVID-19 in a school



Pupil or staff member tests positive for COVID-19.



Individual receives medical advice and/or treatment.
Class or group sent home and told to self-isolate for a minimum of 14 days.



If other cases are detected within the school, report to PHE who will investigate and advise.