**OOSS Safeguarding Checklist Coronavirus**

This Checklist covers the majority but not all the procedures and practices needed to be put in place and understood by all Out of School Settings in Birmingham. It is expected that a robust risk assessment has been undertaken and is reviewed regularly. We have taken the majority of the content from the Government guidance – ‘protective measures for Out of School Settings during Coronavirus’ and adapted the guidance into this checklist for ease of understanding and application. For the full guidance please follow the link which will be at the foot of this checklist

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| **Safeguarding Checklist Coronavirus (COVID-19)****Setting Name:****Date**: | **In place****(Y/N)** | **N/A to setting** | **Actions** | **Completion Date if applicable** |
| **Leadership and Management** |  |  |  |  |
| Named person responsible for ensuring that this checklist is observed understood and cascaded. |  |  |  |  |
| If you have one or more employees or volunteers in your setting, then it is important to write down and share your child protection procedures to ensure that all staff members understand their responsibilities and know what to do in the event of a safeguarding concern, including what to do if a child makes a disclosure to you or your staff.  |  |  |  |  |
| A COVID-19 addition to the Safeguarding Policy that summarises key related changes is in place, including LADO (Local Authority Designated Officer) and social care reporting. |  |  |  |  |
| A lead DSL responsible for oversight of additional interim safeguarding arrangements in place. |  |  |  |  |
| DSL coverage in place during OOSS including any wraparound arrangements (and bank holidays where open.) |  |  |  |  |
| Where a DSL cannot be on site, a senior leader is responsible for safeguarding arrangements and is in contact with the DSL by phone. |  |  |  |  |
| Safeguarding arrangements in place for children, staff and volunteers including those working under collaborative arrangements. |  |  |  |  |
| Safer recruitment is always observed, particularly where volunteers offer services to OOSS during the crisis period. |  |  |  |  |
| Record of all staff and volunteers working or expected to be on site is maintained and is updated to include short notice changes. |  |  |  |  |
| Suitable risk assessments reflect new arrangements, including collaborative working for staff, volunteers and children.  |  |  |  |  |
| Lock Down Critical Incident arrangements are in place. |  |  |  |  |
| Safeguarding induction highlighting new arrangements is in place for staff, volunteers including collaborative arrangements and staff know how to make a referral if they are worried about a child. |  |  |  |  |
| Any changes to daily working are communicated to all staff and volunteers in a timely manner. |  |  |  |  |
| **Children**  |  |  |  |  |
| Appropriate regard to data protection and GDPR does not prevent the sharing of information for the purposes of keeping children safe and takes account of KCSIE p 76-83. |  |  |  |  |
| Staff are aware of the potential for peer on peer abuse (KCSIE section 5.)  |  |  |  |  |
| Daily attendance records are accurate and up to date. |  |  |  |  |
| Staff are aware of the impact of the current crisis on children’s mental health and wellbeing and take appropriate steps to reflect this in the offer and demonstrated in practice. |  |  |  |  |
| Online safety is a priority and appropriate filters and monitoring systems are in place to protect children when they are online. |  |  |  |  |
| Contingency plans are in place where IT staff are unavailable.  |  |  |  |  |
| Information has been shared and reinforced with staff, volunteers, parents/carers and children on keeping children safe online, including how to report concerns. |  |  |  |  |
| **RISK Assessment** |  |  |  |  |
| Before restarting your provision, it is important that you carry out or refresh your existing risk assessment in line with the [HSE guidance](https://www.hse.gov.uk/simple-health-safety/risk/index.htm), identifying protective measures (such as those listed in the guidance on [Working safely during coronavirus (COVID-19)](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely)). |  |  |  |  |
| You should ensure that all health and safety compliance checks have been undertaken and are appropriately recorded before opening by checking with the owner of the premises.  |  |  |  |  |
| If you are the owner of the premises which you operate your provision out of, you may find it useful to refer to the guidance on [Managing school premises during the coronavirus outbreak](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak#further-information) (applicable to OOSS), which outlines the type of checks you should undertake before reopening.  |  |  |  |  |
| We also strongly recommend that all OOSS providers consult [advice set out by the Health and Safety Executive](https://www.hse.gov.uk/news/coronavirus.htm) on coronavirus (COVID-19), including:* [First aid at work](https://www.hse.gov.uk/pubns/books/l74.htm)
* [First aid cover and qualifications during the coronavirus outbreak](https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm)
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| **Indoor Provision** |  |  |  |  |
| If your provision is classroom-based, you should find the Department for Education’s [Planning guide for primary schools](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#practical-steps-to-reduce-risk) or [Guidance for secondary school provision](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools#minimising-risks) helpful in determining how to carry out a risk assessment, depending on the age of the children you cater for. |  |  |  |  |
| If you operate your OOSS in a shared space such as a community Centre, you should discuss infection protection and control measures with the owner of the space. For instance, you should discuss with the owner what measures are in place to clean the space between different groups of people using it and be clear on who is responsible for taking action if, for example, the timetable changes to more groups using the setting more frequently or government advice on cleaning changes. |  |  |  |  |
| **Outdoor Provision** |  |  |  |  |
| If your setting operates outdoors, you should also refer to Department for Digital, Culture, Media & Sport (DCMS) [Guidance on the phased return of outdoor sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-providers-of-outdoor-facilities-on-the-phased-return-of-sport-and-recreation). |  |  |  |  |
| Minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, or who have been advised by NHS Test & Trace to self-isolate do not attend your setting[Notifiable diseases: how to report](https://www.gov.uk/health-and-social-care/health-protection-services-health-surveillance-and-reporting-programmes). |  |  |  |  |
| Keeping facilities and equipment clean - touch points (e.g. handrails and gates) should be particular areas of focus for increased frequency of cleaning.  |  |  |  |  |
| Using signs, posters and regular reminders to build awareness of good handwashing technique, the need to increase handwashing frequency, avoid touching your face, and to cough or sneeze into your arm rather than your hand. |  |  |  |  |
| Providing more waste facilities and more frequent rubbish collection providing hand-sanitiser in multiple locations. |  |  |  |  |
| Using disposable paper towels in handwashing facilities, where possible. |  |  |  |  |
| Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved. |  |  |  |  |
| Minimising use of portable toilets. |  |  |  |  |
| **In-Home Provision** |  |  |  |  |
| If you normally offer O/S provision in your own home for example a childminder you should refer to the [government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures). |  |  |  |  |
| If you normally offer provision in another home, for example if you are a private tutor, you should refer to the government guidance on [Working safely during coronavirus in other people’s homes](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes). You should continue to work from home wherever services can be provided this way and you should minimise switching between work environments wherever possible. |  |  |  |  |
| Minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does or who have been advised by NHS Test & Trace to self-isolate, follow guidance to stay at home. |  |  |  |  |
| Increasing the frequency of handwashing and surface cleaning. |  |  |  |  |
| Following current government guidelines on social distancing. |  |  |  |  |
| Ensuring good respiratory hygiene by following the ‘catch it, bin it, kill it’ approach. |  |  |  |  |
| Communicating with parents and carers before visiting the household to discuss how the session will be carried out in a way that minimises risk. |  |  |  |  |
| If you run provision out of your own home, you should also consider whether a specific, well-ventilated room could be designated for this. |  |  |  |  |
| **Considering Group Sizes** |  |  |  |  |
| To reduce the risk of transmission, children and young people who attend your setting should be kept in small, consistent groups, and of no more than fifteen children and at least one staff member. |  |  |  |  |
| If possible, those attending out-of-school settings should practice social distancing in line with the [government’s current guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing). |  |  |  |  |
| As the risk of transmission is considerably lower outdoors, providers who normally run sessions indoors should consider whether they are able to do so safely outside on their premises. |  |  |  |  |
| At the first session children should be assigned to a particular class or group and should then stay in those consistent groups for future sessions and avoid mixing with other groups in your setting (in line with current guidance.) |  |  |  |  |
| If you are operating provision for multiple small groups of children throughout the day, you should allow sufficient changeover time between different classes to allow for cleaning to take place and to prevent children and parents or carers waiting in large groups. |  |  |  |  |
| **Effective infection protection and control** |  |  |  |  |
| The children, parents and staff and volunteers that attend your setting follow the current government guidelines on social distancing, you should ensure that you have effective infection protection and control measures in place in your specific setting to reduce the risk of transmission. |  |  |  |  |
| Minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does or have been advised by NHS Test & Trace to self-isolate, do not attend your setting.[How to deal with COVID-19 symptoms in a pupil or member of staff.](https://www.birmingham.gov.uk/downloads/download/3527/public_health_flowchart_for_schools) |  |  |  |  |
| Importantly, you should promote good hand hygiene and encourage all children to wash their hands thoroughly, with soap and running water for 20 seconds, 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 more often than usual using standard products, such as detergents and bleach. |  |  |  |  |
| Minimising contact and mixing by altering, as much as possible (such as layout) and timetables (such as allowing for sufficient changeover time to clean the area between different classes or groups of children and ensuring areas do not become overcrowded.) |  |  |  |  |
| Where possible all spaces should also be well ventilated using natural ventilation (opening windows) or ventilation units. |  |  |  |  |
| You should have no more than 15 children per small consistent group and should have at least one staff member per group, though dependent on the circumstances of your provision you may need to have groups of less than 15 children. More detail on group sizes is outlined in the section “[Considering group sizes](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak#consider-group)”. |  |  |  |  |
| Do you have at least one person with first aid training available to work in your setting? |  |  |  |  |
| Do you have at least one person with up-to-date Designated Safeguarding Lead (DSL) training available to work in your setting? You may want to consider a deputy DSL to cover in the event of the DSL being unwell or otherwise unavailable. |  |  |  |  |
| Do you have a caretaker and / or cleaning staff available to work in your setting? |  |  |  |  |
| **Who can attend your OOSS?** |  |  |  |  |
| If your setting opens before the end of the 2020 summer term, while schools are still open in your local area, you should ensure that you are: only caring for children from the eligible groups (children in early years, Reception, Year 1 and Year 6) and priority groups (children of critical workers and vulnerable children.) |  |  |  |  |
| Only caring for children from one school or early years provider.  |  |  |  |  |
| Working closely with the school or early years providers that their children attend, to ensure that, as far as possible, children are kept in the same small consistent groups that they are in throughout the day, and otherwise maintain social distance. |  |  |  |  |
| You should also discourage attendance from children who live outside the local area. Ideally, children who attend your setting should live within walking or cycling distance.BCC have released factsheet/videos on public transport & COVID-19:[Travelling safely on bus: social distancing](https://www.youtube.com/watch?v=2wFwMpeHC0Q) [Travelling safely on metro: social distancing](https://www.youtube.com/watch?v=2wFwMpeHC0Q) [Getting through train stations: social distancing](https://www.youtube.com/watch?v=VCjtsv4_07Y)  |  |  |  |  |
| **Personal Protective Equipment (PPE)** |  |  |  |  |
| PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus (COVID-19) symptoms. |  |  |  |  |
| **Test & Trace (Your part as an OOSS)** |  |  |  |  |
| Promoting the need to get tested if anyone is symptomatic. |  |  |  |  |
| Encouraging staff to heed any notifications to self-isolate and supporting them when in isolation. |  |  |  |  |
| **Communicating Safe Working Practices to Staff and Volunteers** |  |  |  |  |
| Before reopening your provision, you should talk to staff about your plans and safety measures, including discussing whether training would be helpful. |  |  |  |  |
| If you employ cleaning contractors or staff, then you should communicate additional cleaning requirements and agree additional hours to allow for this. |  |  |  |  |
| Arrange regular opportunities to get feedback from staff and volunteers on the new arrangements. |  |  |  |  |
| The Department for Education’s [planning guidance for primary schools](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-b-principles-for-staff) includes information on principles for staff that you may also be able to apply to your own setting, and will be especially relevant if you offer classroom-based provision. |  |  |  |  |
| **Communication with parents** |  |  |  |  |
| You should communicate your plans for reopening your provision to parents, including new safety measures that you have put in place to reduce the risk of infection and transmission of the virus. |  |  |  |  |
| Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter your setting if they are displaying any symptoms of coronavirus (COVID-19) (following the [COVID-19: guidance for households with possible coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)). |  |  |  |  |
| Encourage parents to avoid using public transport to get to your setting. Ideally, they should walk or cycle where possible or use a private vehicle (provided they are only travelling with those from within their household). However, if it is necessary; consider how they can access public transport safely.[Travelling safely on bus: social distancing](https://www.youtube.com/watch?v=2wFwMpeHC0Q) [Travelling safely on metro: social distancing](https://www.youtube.com/watch?v=2wFwMpeHC0Q) [Getting through train stations: social distancing](https://www.youtube.com/watch?v=VCjtsv4_07Y). |  |  |  |  |
| Reduce contact between parents and carers when dropping off and picking up their children, for example by limiting drop off and pick up to one parent or carer per family and staggering timings. |  |  |  |  |
| When allocating drop off and collection times to parents, avoid scheduling these during peak hours for public transport. |  |  |  |  |
| Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use.) |  |  |  |  |
| Work with parents and carers to consider how best to manage dropping off their children while maintaining physical distancing.  |  |  |  |  |
| Avoid the need for parents and carers to wait, but where this is unavoidable, consider whether physical distancing markings could be used. |  |  |  |  |
| Make clear to parents that they cannot gather at entrance gates or doors. |  |  |  |  |
| Think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools). |  |  |  |  |
| ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers). |  |  |  |  |
| If safeguarding issues come to light, they should be addressed using your setting’s child protection and safeguarding policy, which you should consider updating ahead of reopening your setting. |  |  |  |  |
| **Equality** |  |  |  |  |
| Your organisation’s equality and diversity policy should always be considered and especially when making decisions and judgements related to the impact on individuals and groups with protected characteristics. |  |  |  |  |
| Current evidence suggests that BAME individuals may be more severely affected than the general population by coronavirus (COVID-19). Providers should be especially sensitive to the needs and worries of BAME children and young people, parents and carers, staff and volunteers. Providers should consider if any additional measures or reasonable adjustments may need to be put in place to mitigate risk. [Understanding the impact of COVID on BAME groups.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892376/COVID_stakeholder_engagement_synthesis_beyond_the_data.pdf) |  |  |  |  |

**For current guidance and associated links:**

* [Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak)
* [What parents and carers need to know about nurseries, childminders, schools and colleges until August 2020](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak#early-years-providers)

**Glossary**

OOSS: Out of School Settings

LADO: Local Authority Designated Officer.

DSL: Designated Safeguarding Lead

GDPR: General Data Protection Regulations.

KCSIE: Keeping Children Safe in Education.

HSE: Health & Safety Executive.

DCMS: Department for Digital Culture, Media and Sport.

NHS: National Health Service.

PHE: Public Health England.

PPE: Personal Protective Equipment

BAME: Black, Asian and Minority Ethnic.